

Houston Independent School District
044 Cullen Middle School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cullen Middle School provides Social and Emotional Learning (SEL) program to all students. We focus on SEL Best Practices, and data-driven culture. We also train our staff on best SEL practices, routines, and procedures that will build capacity and help with student achievement, targeted instruction, evaluation of learning, and literacy and writing will be established through a concentrated calendar of professional development opportunities. The root causes of our students' struggles is lack of emotional support, mental trauma, and loss of learning. For this reason we have multi-layers of support such as: Wraparound, Communities in Schools, Counselor, SEL Behavior Coordinator, SEL trained administration and staff.

Our Leadership team meet weekly to address campus needs based on State Accountability and stakeholder feedback. Team members will include: Principal, Dean of Students, Teacher Specialists, IB Coordinator, Title I Coordinator, Counselors, Communities in Schools (CIS) and Teacher Leaders. The Leadership team will develop a data-driven instruction (DDI) protocol for common, formative, and summative assessments, data collection, and data disaggregation. A detailed lesson plan template to address components of the lesson cycle has been developed and will assist with providing purposeful teaching and evaluation of student learning.

The Leadership team will meet bi-weekly to determine professional development needs, student instructional needs, resources, and support needed for departments. Within the PLCs for each department, Cullen MS will provide dedicated time during the school day for professional learning such as: data analysis, lesson planning, and analysis of student work, sample teaching, and frequent teacher training. Each core PLC will be supported by an administrator who will be responsible for feedback and coaching on a weekly basis. PLC administrators will coordinate with district support personnel to provide content specific support, quality coaching and staff development for each department. Teacher Leaders, district personnel, and/or consultants will provide training to increase content knowledge and instructional best practices.

Demographics Strengths

Cullen teaches diversity, treating one another with respect and respect each other's traditions, values, and beliefs.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): The percentage of Meets and Masters students is stagnant **Root Cause:** Teachers are not proficient in strategies that will improve students' scores.

Student Learning

Student Learning Summary

Our students are progressing in Domain II each year in Reading. We are continuing to work on student progress in math.

Student Learning Strengths

Based on On Track Data and other formative assessments we are able to build on students' strengths and provide intervention in areas of growth.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): The percentage of Meets and Masters students is stagnant **Root Cause:** Teachers are not proficient in strategies that will improve students' scores.

Problem of Practice 2 (Prioritized): Teachers have a difficult time de-escalating behaviors. **Root Cause:** Tier II Leaders must model and practice routines and systems with teachers.

School Processes & Programs

School Processes & Programs Summary

List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. Implementation of Social Emotional Learning (SEL) using Rethink Lessons
2. Implementation of University of Houston Tutors in all content areas
3. Data Digs- In our Professional Learning Communities (PLCs), all teachers will disaggregate unit assessments, snapshot and district assessments
4. Implementation of Lead4ward Strategies using the "Instructional Playlist"

School Processes & Programs Strengths

1. RUBIES- Schoolwide Strategy used across content/non-content areas
2. Implementation of University of Houston Tutors in all content areas
3. Data Digs- In our Professional Learning Communities (PLCs), all teachers will disaggregate unit assessments, snapshot and district assessments
4. Implementation of Lead4ward Strategies using the "Instructional Playlist"

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Teachers have a difficult time de-escalating behaviors. **Root Cause:** Tier II Leaders must model and practice routines and systems with teachers.

Problem of Practice 2 (Prioritized): The percentage of Meets and Masters students is stagnant **Root Cause:** Teachers are not proficient in strategies that will improve students' scores.

Priority Problems of Practice

Problem of Practice 1: The percentage of Meets and Masters students is stagnant

Root Cause 1: Teachers are not proficient in strategies that will improve students' scores.

Problem of Practice 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem of Practice 2: Teachers have a difficult time de-escalating behaviors.

Root Cause 2: Tier II Leaders must model and practice routines and systems with teachers.

Problem of Practice 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: By June 2023, 40% of Cullen MS students in grades 6-8 will obtain the Meet Grade Level Standard and measured by the Reading STAAR assessment.





Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: 100% of ELAR teachers will be trained on how to effectively monitor students' progress targeted groups from the REN 360 data checkpoints.





Evaluation Data Sources: Ren 360 Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide differentiated intervention based on student data and student needs.</p> <p>Strategy's Expected Result/Impact: Observations of intervention classrooms data Growth on district snapshots and formative assessments Review of intervention reports to determine tier movement</p> <p>Staff Responsible for Monitoring: Tier II ELA Leader CIC ELA Interventionist</p> <p>Action Steps: Conduct ELA At Bats and modeling how to effectively use various digital tools and resources for differentiation.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Acquire Corrective Reading as a resource for out Tier III students.</p> <p>Strategy's Expected Result/Impact: Promote Fluency and De-Coding with Tier III students.</p> <p>Staff Responsible for Monitoring: Jacqueline Thompson (Principal) Dean Arnold-Brown (ELA Administrator) Cassandra Heard (Reading Interventionist)</p> <p>Action Steps: Identify required students for Accelerated instruction interventions according to HB 4545 Monitor Progress</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: 100% of ELA teachers will script and internalize and practice their lessons in order to effectively implement targeted and intentional instruction.

Evaluation Data Sources: CFU Checkpoints, Weekly Assessments, and Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a Lesson Plan Protocol that will provide step by step instructions on how to script, annotate, complete exemplars, and internalize the lessons.</p> <p>Strategy's Expected Result/Impact: Increase in Content Knowledge and Proficiency in planning organized/structured lessons.</p> <p>Staff Responsible for Monitoring: Jacqueline Thompson (Principal) Dean Arnold-Brown (Dean of Students) Cassandra Heard (Reading Interventionist) LaNessa Witherspoon (ELA Department Chairperson)</p> <p>Action Steps: Side by Side Planning At Bats Lesson Plan Feedback</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: By June 2023, increase in STAAR Math at the Meets Level will increase by 40%.





Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: 100% of Math teachers will effectively monitor student progress on Mathia to ensure that students are moving up one to two proficiency levels the end of the 2022-2023 school year.

Evaluation Data Sources: Mathia Progress Reports, Unit Assessments, and Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: To review the data to asses mastery of the students, and to assign interventions in Mathia for more instructional support.</p> <p>Strategy's Expected Result/Impact: Progress in students' math skills.</p> <p>Staff Responsible for Monitoring: Jacqueline Thompson (Principal) T. Dillard, Math Teacher Specialist Ms. Krushall, Math Interventionist</p> <p>Action Steps: Review of class Do Now Trackers for TEKS mastery Review of TEKS mastery report from formative assessments Lesson Plans Power Teacher Pro Data Observations Walkthroughs</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Get Better Faster, Effective Schools Framework - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop an intervention plan within the 80 minute period of class using Mathia.</p> <p>Strategy's Expected Result/Impact: Increased time on Mathia.</p> <p>Staff Responsible for Monitoring: T. Dillard, Teacher Specialist Ms. Krushall, Math Interventionist</p> <p>Action Steps: Identify required students for accelerated instruction interventions according to HB 4545. Schedule students for after school tutorials.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: School Progress: The percentage of students obtaining Meets and Masters will increase by 40%.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: By June 2023, the amount of students achieving Meets and Masters on STAAR Reading and Math will increase by 40%

Evaluation Data Sources: Expanding Educational Opportunities

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: ELAR teachers will use STAAR Data/Ren 360 data to target students.</p> <p>Strategy's Expected Result/Impact: Increase in Meets and Masters level performance in STAAR Reading and Math</p> <p>Staff Responsible for Monitoring: Jacqueline Thompson (Principal) T. Dillard (Math Teacher Specialist) Ms. Krushall (Math Interventionist) Dean Arnold-Brown (ELAR Administrator) Cassondra Heard (Reading Interventionist)</p> <p>Action Steps: Capture the list of students on the TEA Interim Assessment. Identify students who have the potential to achieve masters level performance. Monitor progress on assessments. Schedule tutorials, if needed.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will track their performance data throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase students awareness of their achievement and monitor progress.</p> <p>Staff Responsible for Monitoring: Jacqueline Thompson (Principal) Dean Arnold-Brown (ELAR Admin) T. Dillard (Math Teacher Specialist)</p> <p>Action Steps: Create a Student Tracker Collaborate with students on creating their goals. Teachers track data</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The percentage of 6-8 Cullen Students in Special Education will be at or above 20% Meets for Reading.





Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Decrease the failure rates for students identified as special populations by 20%.

Evaluation Data Sources: Progress Monitoring, SPED/Co-Teachers holding one on one conferences with SPED students to discuss academics.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained on the RTI for identification of SPED students.</p> <p>Strategy's Expected Result/Impact: Professional developments will take place through SPED PLC and the implementation will be monitored by the Leadership Team</p> <p>Staff Responsible for Monitoring: SPED teachers, Co-Teachers, SPED Department Chair, and Special Education Administrator</p> <p>Action Steps: Monitoring Student Progress in Easy IEP.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Technology, Professional Development - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education teachers and general education teachers will collaborate to meet the needs of special education students in the general education setting.</p> <p>Strategy's Expected Result/Impact: Students will receive differentiated instruction on grade level.</p> <p>Staff Responsible for Monitoring: Carrie Williams (SPED Administrator) LaRue Ellis (Sped Department Chair)</p> <p>Action Steps: Create a plan that includes PLC both general education and special education teachers to ensure SPED requirements are met. Ensure implementation of IEP accommodations in general education classrooms monthly PLC check-ins. Classroom Observation documents that teachers are using and implementing student IEP accommodations.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: By June 2023, student attendance will increase to 92% or higher.





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By June 2023, reduce errors in attendance reporting compared to the 2021-2022 school year.

Evaluation Data Sources: Power School Attendance Reports

Power School Teacher Attendance Monitoring throughout the day.

Strategy 1 Details	Reviews			
<p>Strategy 1: Verify student absences daily to limit errors in attendance reporting.</p> <p>Strategy's Expected Result/Impact: Reduce Attendance errors.</p> <p>Staff Responsible for Monitoring: Jacqueline Thompson (Principal) Dyamond Williams (Attendance Clerk)</p> <p>Action Steps: Verify student attendance daily.</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities:


Ensuring Student Health, Safety and Well-Being


Measurable Objective 1: The number of discipline infractions as it pertains to violence will decrease by 30%.


Evaluation Data Sources: Decrease in Discipline Referrals


Review Discipline Data Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained on the RTI and IAT process; professional developments will take place through Content and Grade Level PLC. The implementation will be monitored by the Leadership Team</p> <p>Strategy's Expected Result/Impact: To decrease discipline referrals by 40%</p> <p>Staff Responsible for Monitoring: Tier II Leaders Behavior Coordinator</p> <p>Action Steps: Implement Restorative Practices consistently and effectively.</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Get Better Faster, Posters, Flyers - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: N/A - Additional Campus Goals





Goal 3: VIOLENCE PREVENTION- By June 2023, Cullen will decrease the number of In School and Out of School Suspension rates by 20% to improve safety, public support, and public confidence.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By September 2022, conduct grade level discussions to educate all students on bullying awareness and prevention.

Evaluation Data Sources: Power School Discipline Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Restorative Circles for peer mediation such as Conflict resolution to prevent escalation of bullying and fights.</p> <p>Strategy's Expected Result/Impact: Decrease bullying and physical altercations</p> <p>Staff Responsible for Monitoring: Quinton Chapman (SEL Behavior Coordinator) Jacqueline Thompson (Principal) Tier II Leaders</p> <p>Action Steps: Counselors, Wraparound, CIS, and administrators will conduct a fall check-in to determine success of prevention programs. If determined that more education is needed, a spring training will be conducted.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 4: SPECIAL EDUCATION- By June 2023, Cullen create a learning environment and systems that will address and serve the needs of special education population, to meet system safeguards for STAAR accountability areas in ELA and Math.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Increase the collaboration among general and special education teachers across all content areas.

Evaluation Data Sources: IEPs, PLC meetings, Formative Assessment Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Special education teachers and general education teachers will collaborate to meet the needs of special education students in the general education setting.</p> <p>Strategy's Expected Result/Impact: Students will receive differentiated instruction on grade level.</p> <p>Staff Responsible for Monitoring: Carrie Williams (SPED Admin) LaRue Ellis (SPED Department Chair)</p> <p>Action Steps: Create a plan that includes PLC with both General Education and Special Education teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: By June 2023, the percent of students that will exit will increase by 5%.

Evaluation Data Sources: Summit K-12 Data/TELPAS Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with training, resources, and planning time to effectively facilitate students to engage in content work that aligns with the skills in the ELPS.</p> <p>Strategy's Expected Result/Impact: Increase instructional capacity to effectively teach the ELPS.</p> <p>Staff Responsible for Monitoring: Carrie Williams (LEP Administrator) Kayla Tipton (LEP Coordinator)</p> <p>Action Steps: Plan sessions for Staff Facilitate sessions Monitor Implementation of LEP Strategies</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals





Goal 6: PARENT and COMMUNITY ENGAGEMENT- By June 2023, Cullen will provide a minimum of six or more opportunities for families to connect and engage with the school

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Conduct two events to support family and acclimation to campus.

Evaluation Data Sources: Sign-in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct Bobcat Camp for Incoming 6th graders</p> <p>Strategy's Expected Result/Impact: Get 6th graders acclimated to the campus culture</p> <p>Staff Responsible for Monitoring: Nora Lemon (6th Grade/IB Administrator) Jacqueline Thompson (Principal)</p> <p>Action Steps: Plan for the event Execute the event</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES- Cullen will continue to meet 100% Mandated Health Services by the required dates for Immunization, Monitoring, Vision Screening, Hearing Screening, Type 2 Diabetes, Spinal Screening, Medication Administration, and AED Maintenance Checks.


Strategic Priorities:


Ensuring Student Health, Safety and Well-Being


Measurable Objective 1: Immunization Monitoring: Data Entry and State Reporting requirements will be completed by a certified school nurse on or before October 21, 2022.


Evaluation Data Sources: Immunization Data Entry and Reporting for all students completed by School Nurse.

Strategy 1 Details	Reviews			
Strategy 1: Run Immunization Delinquent Reports weekly. Strategy's Expected Result/Impact: Improvement of student mandated health services Staff Responsible for Monitoring: Brendia Winters (School Nurse) Action Steps: Run Immunization reports. Collaborate with District level Health Department Attend meetings with district office to receive updates, as needed.	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)





The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Coordinate a Health Committee Team (Coaches and Clerks) for parent notification and letter distributions.

Evaluation Data Sources: Review Health Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The Health Committee Team will perform individual student parent call outs, prepare delinquency letters for mail out, review for completion and data input of submitted vaccine records by school nurse.</p> <p>Strategy's Expected Result/Impact: Improvement of implementation of mandated health services</p> <p>Staff Responsible for Monitoring: Brendia Winters (School Nurse) Jacqueline Thompson (Principal)</p> <p>Action Steps: Nurse will select team members. Health Committee will meet initially to create a plan of action for the year.</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 044 Cullen Middle School

Total SCE Funds: \$20,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Title 1 campus, Cullen Middle School receives federal funding to meet the needs of each of our scholars. Thus, the funds we receive are used to pay for instructional programs, provide effective staff development & training, purchase technology, support afterschool tutorials, promote college and career readiness and to enhance our parent involvement initiatives. The goal is that we prepare and develop scholars to achieve high academic standards within our district and the state of Texas. Therefore, we've utilized the district model for the School-Parent Compact, which was developed jointly with parents of participating Title I students. This compact represents an agreement between Cullen Middle School families.

OUR COMMITMENT: EVERY STUDENT. EVERY DAY.

We accept the responsibility of providing the highest quality of academic instruction to our scholars to ensure that each student meets the goals of our district and of the state of Texas. We are committed to effectively community with our parents via phone, email, text and paper regarding the success of their student, our various programs, services, meetings, conferences and much more. PARENT RESPONSIBILITIES

- Talk to my child regularly about the value of education.
- Monitor TV viewing and ensure that my child reads daily for a minimum of 30 minutes.
- Make sure that my child attends school every day, on time and with homework completed.
- Support the school's discipline and dress code policies.
- Monitor my child's progress in school.
- Make every effort to attend school events (i.e. parent-teacher conferences, Open House, Literacy Night, and other school-sponsored activities).
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Respect myself, my family, the school, students and staff.
- Become familiar with the Parent and Student Handbook.

STUDENT RESPONSIBILITIES

- Believe that I can learn and will learn.
- Read for at least 30 minutes every day.
- Come to school on time, ready to learn and with assignments completed.
- Set aside time daily to complete my homework.
- Know and follow all Cullen Middle School rules and dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect myself, my family, my school, classmates and all adults.
- Become familiar with the Parent and Student Handbook.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Title 1 campus, Cullen Middle School receives federal funding to meet the needs of each of our scholars. Thus, the funds we receive are used to pay for instructional programs, provide effective staff development & training, purchase technology, support afterschool tutorials, promote college and career readiness and to enhance our parent involvement initiatives. The goal is that we prepare and develop scholars to achieve high academic standards within our district and the state of Texas. Therefore, we've utilized the district model

for the School-Parent Compact, which was developed jointly with parents of participating Title I students. This compact represents an agreement between Cullen Middle School families.

OUR COMMITMENT: EVERY STUDENT. EVERY DAY.

We accept the responsibility of providing the highest quality of academic instruction to our scholars to ensure that each student meets the goals of our district and of the state of Texas. We are committed to effectively community with our parents via phone, email, text and paper regarding the success of their student, our various programs, services, meetings, conferences and much more. PARENT RESPONSIBILITIES

- Talk to my child regularly about the value of education.
- Monitor TV viewing and ensure that my child reads daily for a minimum of 30 minutes.
- Make sure that my child attends school every day, on time and with homework completed.
- Support the school's discipline and dress code policies.
- Monitor my child's progress in school.
- Make every effort to attend school events (i.e. parent-teacher conferences, Open House, Literacy Night, and other school-sponsored activities).
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Respect myself, my family, the school, students and staff.
- Become familiar with the Parent and Student Handbook.

STUDENT RESPONSIBILITIES

- Believe that I can learn and will learn.
- Read for at least 30 minutes every day.
- Come to school on time, ready to learn and with assignments completed.
- Set aside time daily to complete my homework.
- Know and follow all Cullen Middle School rules and dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect myself, my family, my school, classmates and all adults.
- Become familiar with the Parent and Student Handbook.

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Terry Cooper	Social Studies Teacher	Title I	

Campus Funding Summary

1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1	Technology, Professional Development	6300 - Supplies and Materials	\$5,000.00
Sub-Total						\$5,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	1	Get Better Faster, Effective Schools Framework	6300 - Supplies and Materials	\$2,000.00
5	2	1	1	Get Better Faster, Posters, Flyers	6200 - Contracted Services	\$5,000.00
Sub-Total						\$7,000.00