

Caddo Mills Independent School District

Caddo Mills High School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Student Progress

Top 25% Closing Performance Gaps



Board Approval Date: October 16, 2017

Mission Statement

At Caddo Mills High School, we:

Educate all children

Mold, shape, and impact the community positively

Help students become life-long problem solvers

Assist our students, faculty, and staff in becoming global learners

Model integrity, respect, compassion, and responsible citizenship

This is our mission.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Caddo Mills High School is a campus of 472 students. According to the 2015-2016 TAPR report, our demographics consist of 381 white students, 76 Hispanic, 10 African American, 2 Asian, and 21 two or more race students. The scores in both 2015-2016 and 2016-2017 indicate similar levels of achievement in all demographics.

Demographics Strengths

Both white and Hispanic populations score similarly and both are in high range.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hispanic students were slightly lower in English I, Algebra, and US History **Root Cause:** The high school is experience growth in ELL

Problem Statement 2: Special education students are still achieving significantly below general non-sped students. **Root Cause:** Students were educated with modified curriculum up until this year.

Student Achievement

Student Achievement Summary

Students achievement is above state average in all EOC tested subject areas for passing standard. Students excelled in both academic and extracurricular achievements. Student achievements included:

Playoff sports - Baseball, Softball, Girls Basketball, Volleyball

BETA National qualifies/State Officer

UIL State champions

FCCLA national qualifiers/State Officer

Band - concert and sight reading division I

Powerlifting - State Qualifier

Cross-Country - State Qualifier

Robotics - State Qualifier

The school also saw an increase in enrollment in dual credit courses through student achievement on the TSI exam.

Student Achievement Strengths

Student scores in:

Algebra - 93% passed with 38% at masters

Biology - 93% passed with 29% at masters

US History - 94% passed with 31% at masters

Extremely high passing rate and high percentage of students at mastering level

Achievements in: FCCLA, BETA, Robotics, UIL, increased dual credit enrollment and completion

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Low performance in English I and English II **Root Cause:** Special education students and retest students make up majority of failures.

Problem Statement 2: Low performance in English I and English II **Root Cause:** removal of SAQ at mid-year after teachers spent time developing these skills

School Culture and Climate

School Culture and Climate Summary

Caddo Mills High School has many opportunities for students to experience a positive culture. Staff morale could be improved and has struggled with the change over in administration.

School Culture and Climate Strengths

Spirit days are organized for every home game by cheerleaders and many students participate. Teachers and students have healthy relationships and students feel that their teachers truly care about their success. The staff is highly involved in the community and the community in the school. Members of the committee enjoyed the team building activities at the beginning of school and would like to increase these throughout the year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The ICU program only works for students who normally turn in work. **Root Cause:** Students motivation and parental involvement and support

Problem Statement 2: Teachers do not have an opportunity to get to know all staff **Root Cause:** Common planning period and lunch for most departments

Problem Statement 3: Teachers do not feel that students/teacher accomplishments are recognized enough **Root Cause:** Lack of knowledge of traditions in the past when students/teachers met goals

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff of CMHS is highly qualified and knowledgeable in the areas they teach.

Staff Quality, Recruitment, and Retention Strengths

CMHS staff quality, recruitment, and retention strengths include:

An excellent mentor program for new and beginning teachers

Access to Region 10 trainings

Access to Hunt County trainings which are especially helpful for CTE teachers

Technology trainings on campus that are led by teachers who are available to follow up.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The applicant pool for some jobs is small with few qualified applicants

Problem Statement 2: Some presenters used at STEM conference were under-prepared for their presentations

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teacher's utilize data driven instruction. Teachers supply lesson plans online for parents/student benefit.

Curriculum, Instruction, and Assessment Strengths

Teacher led technology training though lunch and learns and before/after school training.

More dual credit courses have been added to the schedule.

Data driven instruction is utilized on a daily basis.

Teachers provide their lesson plans online.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: ICU has become ineffective **Root Cause:** During lunch, there is not enough time - possibly do it after school such as detention

Problem Statement 2: ICU has become ineffective **Root Cause:** Coaches, teachers, and sponsors must be on board and on the same page

Problem Statement 3: Students do not have access to parent portal

Family and Community Involvement

Family and Community Involvement Summary

Community involvement was recognized through the school year

Family and Community Involvement Strengths

More local scholarships were added this year

CMHS in conjunction with the community participates in: Drive One, Fox Fest, Booster Club, Can food drives, Senior Citizens night/lunch, Clothing Caddo Kids, Socktober and the Christmas Parade

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Parental involvement decreases at high school level **Root Cause:** Parents do not feel needed

School Context and Organization

School Context and Organization Summary

The organization of the school has many benefits for both teachers and students.

School Context and Organization Strengths

- * Department planning periods
- * vertical alignment
- *lunch meetings for student organizations
- * Clothing Caddo kids
- *Hats for Charity
- * Beta / FCCLA / Student Council service projects
- * Opportunities for teachers to meet throughout the year

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Non-core teachers do not feel like they belong to a team **Root Cause:** PLC time is not built into the schedule

Problem Statement 2: Lack of cross-curricular instruction between the core and elective courses.

Technology

Technology Summary

Teachers and students have access to a variety of technology inside and outside the classroom as well as professional development opportunities throughout the year.

Technology Strengths

Technology strengths include:

- * Open computer labs
- * Access to Ipad and Chrome-book carts
- * teacher iPads and chrome-books
- * Technology trainings for teachers
- * Lunch and learns
- * Promethean boards

Problem Statements Identifying Technology Needs

Problem Statement 1: It is sometimes difficult to attend a lunch and learn over a new topic **Root Cause:** There are limited offerings and often times the same teachers lead the trainings.

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
- Accountability Distinction Designations
- 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 ELL Progress Measure data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.

- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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

- Organizational structure data
- Other additional data

Goals

Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 1: Sustain district-wide EC-12 TEKS-aligned curriculum and assessments with research-based instructional practices that enhance all curricular areas.

Evaluation Data Source(s) 1: Lesson Plan
Score and Sequence

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Align the written, taught and assessed curriculum.	Sec. Curriculum Director Principals Teachers	EOC Scores Benchmark/Checkpoint Scores Capacity Team Meetings				

Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.


Performance Objective 2: Increase this year's English EOC scores from 77% approaching grade level to 82% approaching grade level. Focus on an increase of 3% meeting approaching grade level in economically disadvantaged and special education students.

Evaluation Data Source(s) 2: Checkpoints

EOC benchmark
EOC

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 7 1) Region 10 training Writing alignment Writing Initiative	Sec. Curriculum Direction Principals	Increased EOC Scores				
Problem Statements: Student Achievement 1, 2						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) EOC tutorials and mandatory tutorials for struggling students	Teachers Principals	Increase EOC Scores Increase student grades				
Problem Statements: Student Achievement 1, 2						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 3) Implementation of phase 2 (2017-2018) of inclusion for freshmen and sophomores in the ELA classroom and phase 3 (2018-2019) for all grade levels	Special Education Teachers Diagnosticians Counselor Principals	Continued growth of SPED students to close performance gaps				
Problem Statements: Demographics 2						
Critical Success Factors CSF 1 CSF 2 CSF 7 4) Identification and tracking of at-risk student performance.	PEIMS Teacher Counselor Assistant principals	Better understanding of at-risk students that will lead to student growth				

Critical Success Factors CSF 1 CSF 2 CSF 4 5) Use of STRIDES class for students who do not meet the approaching grade-level standard on STAAR EOC 6) LEP students scheduled into an ESL course to assist with academic and social language	Counselor Principals	Growth of students who struggle with EOC				
	ESL teacher Counselor Principals	Improvement in all subject areas for English Learner students.				
Problem Statements: Demographics 1						
						

Performance Objective 2 Problem Statements:

Demographics	
Problem Statement 1: Hispanic students were slightly lower in English I, Algebra, and US History	Root Cause 1: The high school is experience growth in ELL
Problem Statement 2: Special education students are still achieving significantly below general non-sped students.	
Root Cause 2: Students were educated with modified curriculum up until this year.	
Student Achievement	
Problem Statement 1: Low performance in English I and English II	Root Cause 1: Special education students and retest students make up majority of failures.
Problem Statement 2: Low performance in English I and English II	
Root Cause 2: removal of SAQ at mid-year after teachers spent time developing these skills	

Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.







Performance Objective 3: Increase Mathematic EOC exam scores from 91% approaching grade level to 94% approaching grade level. Focus on an increase of 3% meeting approaching grade level in economically disadvantaged and special education students.

Evaluation Data Source(s) 3: Checkpoints

EOC benchmarks

EOC scores

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) EOC tutorials and mandatory tutorials for struggling students</p>	Math teachers	Increase EOC scores Increase student grade				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Implementation of the final phase of math inclusion. All math students are currently serviced in the inclusion setting. Continued monitoring of student progress</p>	SPED caseload manager Counselor Principal	Growth of students in mathematics				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Identification and tracking of at-risk student performance.</p>	PEIMS Teacher Counselor Assistant principals	Better understanding of at-risk students that will lead to student growth				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Use of STRIDES class for students who do not meet the approaching grade-level standard on STAAR EOC</p>	Counselor Principals	Growth of students who struggle with EOC				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 4: Increase Social Studies EOC scores from 93% approaching grade level to 95% approaching grade level. Focus on an increase of 3% meeting approaching grade level in economically disadvantaged and special education students. Receive a distinction in Social Studies.

Evaluation Data Source(s) 4: Checkpoints

EOC benchmarks
EOC scores

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) EOC tutorials and mandatory tutorials for struggling students</p>	<p>Social Studies teachers Principals</p>	<p>Improvement of EOC</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 5: Increase Science EOC scores from 94% approaching grade level to 96% approaching grade level. Focus on an increase of 3% meeting approaching grade level in economically disadvantaged and special education students.

Evaluation Data Source(s) 5: Checkpoints

EOC benchmarks
EOC scores

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) EOC tutorials and mandatory tutorials for struggling students</p>	<p>Science teachers Principals</p>	<p>Improvement of EOC scores and student grades</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 6: Effectively deliver rigorous and relevant curriculum using technology, innovative techniques, and other research-based instructional strategies to engage all learners in meaningful learning experiences.

Evaluation Data Source(s) 6: Lesson plans
Walk-through data

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Professional Development Plan to include: Lunch-and-Learns After school professional development</p>	<p>Instructional Technology Director Secondary Curriculum Director Innovate team Leaders Principals</p>	<p>Engaging and rigorous lesson plans</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 7: Monitor student progress through a variety of formative and summative assessments to ensure all student needs are being met through diverse instructional strategies and intervention programs.

Evaluation Data Source(s) 7: Grade level meetings

Walk-through data

Grade checks

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7 1) Mentoring program	Principal	Increase student engagement and intervention				

Goal 1: The students in Caddo Mills ISD will demonstrate exemplary performance in English Language Arts, Reading, Mathematics, Science, Social Studies.

Performance Objective 8: Encourage and challenge all students to meet their full educational potential with advanced courses, Gifted and Talented programs, and extra curricular activities.

Evaluation Data Source(s) 8: Dual credit offerings
 Extra-curricular offering evaluation
 Participation numbers

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Continue to offer dual credit hours to Juniors and Seniors Provide club opportunities for participation	Principal Secondary Curriculum Director Counselor	increased participation				
2) Continue to encourage participation in CTE courses/improve CTE instruction offerings.	CTE Teachers Curr. Dir Principals Counselors					

= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 2: Caddo Mills ISD will partner with parents and the community in the education and social development of students in order to maintain a positive school culture and educational environment.

Performance Objective 1: Maintain positive communication of teacher expectations, involvement opportunities, critical information, and campus initiatives in a clear, consistent manner.

Evaluation Data Source(s) 1: End of year surveys
S'more analytics

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Provide a weekly newsletter to parents and students accessible through email subscriptions, facebook, and twitter posts to include all relevant school information in a timely manner.</p>	Principal	Increased viewings of S'more - increased support from community/parents				
Problem Statements: School Culture and Climate 3 - Family and Community Involvement 1						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Continue to have extracurricular students groups sponsor food and toy drives of other community service projects to benefit the community. Invite parents to participate.</p>	Group Sponsors Principals Counselor Students	Successful fundraisers Service centered students Improved community relationships				
Problem Statements: Family and Community Involvement 1						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide career planning and college financial aid information to parents at scheduled meetings</p>	Counselor	College bound meetings Financial Aid Nights Dual credit Night DARS meeting				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Provide information to parents concerning the importance of each student's daily attendance, testing results, graduation status, and overall requirements</p>	Counselor Principals	School website, S'more, improved collaboration between home and school				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Expand district educational and business partnerships with the local and global community</p>	Teachers Principals Counselor CTE Teachers	Better relationships with local businesses and community More involvement and sponsorships				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 3: Teachers do not feel that students/teacher accomplishments are recognized enough **Root Cause 3:** Lack of knowledge of traditions in the past when students/teachers met goals

Family and Community Involvement


Problem Statement 1: Parental involvement decreases at high school level **Root Cause 1:** Parents do not feel needed

Goal 3: Caddo Mills ISD will recruit, develop and retain highly qualified and highly effective personnel.

Performance Objective 1: Increase morale among staff

Evaluation Data Source(s) 1: Teacher retention rate
Teacher survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 6 CSF 7 1) Communicate appreciation for staff members on a monthly basis.	Principals	Improved staff morale				
Problem Statements: School Culture and Climate 3						
Critical Success Factors CSF 6 CSF 7 2) Allow opportunities for praise from peers and administration.	Principals Teachers	Improved staff morale				
Problem Statements: School Culture and Climate 2, 3						
Critical Success Factors CSF 6 CSF 7 3) Create S'more newsletter to keep faculty up-to-date on upcoming events and positive things occurring on campus	Principals	Improved staff morale				
		Improved compliance with requirements and expectations				
Problem Statements: School Culture and Climate 2, 3						
						

Performance Objective 1 Problem Statements:







School Culture and Climate
Problem Statement 2: Teachers do not have an opportunity to get to know all staff Root Cause 2: Common planning period and lunch for most departments
Problem Statement 3: Teachers do not feel that students/teacher accomplishments are recognized enough Root Cause 3: Lack of knowledge of traditions in the past when students/teachers met goals

Goal 3: Caddo Mills ISD will recruit, develop and retain highly qualified and highly effective personnel.

Performance Objective 2: Improvement of best-practices among classrooms

Evaluation Data Source(s) 2: Goal setting meetings
Walk-through data in eduphoria

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Conduct a minimum of one bi-weekly walk-through of each staff member providing valuable feedback to encourage positive practices and provide recommendations for areas of improvement.</p>	Principals	Overall improvement of teaching strategies				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Caddo Mills ISD will recruit, develop and retain highly qualified and highly effective personnel.

Performance Objective 3: 100% High Qualified Teachers according to certifications and or qualified through District of Innovations standard. Hire quality paraprofessional personnel

Evaluation Data Source(s) 3: Closing the Gaps Data

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Hire only teachers who are qualified through either certifications or industrial experience</p>	Assistant Superintendent Principals	Improvement in quality of teaching personnel				
<p>Critical Success Factors CSF 7</p> <p>2) Ensure teachers, coaches, administrators, counselors maintain required certifications and trainings.</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Caddo Mills ISD school campuses will maintain a safe, disciplined, and drug free environment conducive to student learning.

Performance Objective 1: Create a safe environment for all students.

Evaluation Data Source(s) 1: Fire Exit drill documentation
Documentation of other drills

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 5 CSF 6 1) Conduct all required monthly fire drills and twice a year inclement weather procedures and lock-down drill practice.	Principal	Better prepared student and faculty for emergency situations.				
Critical Success Factors CSF 5 CSF 6 2) Coordinate and integrate programs on violence prevention, nutrition, and bullying	Counselor	Safer students				
Critical Success Factors CSF 6 3) Increase student understanding of the effects of drug/alcohol/tobacco/vaps/e-cig use	Principals SRO Counselor	Decrease positive drug test results Decrease number of e-cigarette cases				
Critical Success Factors CSF 6 4) Random searches with the drug dog will continue	Principals	Reduction of drugs found on campus				
Critical Success Factors CSF 6 5) Educate student on prevention/reporting of unwanted physical or verbal aggression, sexual harassment, bullying or bully-like behaviour.	Counselor	Students will understand signs of abuse/harassment/bullying and know how to report				
						

Goal 5: Caddo Mills ISD students will be well prepared for post-secondary opportunities and remain in school until they obtain a high school diploma.

Performance Objective 1: Achieve 100% graduation rate

Evaluation Data Source(s) 1: Graduation rate data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Implement a mentoring program for at-risk/struggling students to ensure success and graduation.	Teachers Counselor Principal	Decrease in the number of students who dropout				
Problem Statements: Demographics 2 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 2, 3						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Special education students are still achieving significantly below general non-sped students. Root Cause 2: Students were educated with modified curriculum up until this year.
School Culture and Climate
Problem Statement 1: The ICU program only works for students who normally turn in work. Root Cause 1: Students motivation and parental involvement and support
Curriculum, Instruction, and Assessment
Problem Statement 1: ICU has become ineffective Root Cause 1: During lunch, there is not enough time - possibly do it after school such as detention
Problem Statement 2: ICU has become ineffective Root Cause 2: Coaches, teachers, and sponsors must be on board and on the same page
Problem Statement 3: Students do not have access to parent portal

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Region 10 training Writing alignment Writing Initiative
1	2	2	EOC tutorials and mandatory tutorials for struggling students
1	2	3	Implementation of phase 2 (2017-2018) of inclusion for freshmen and sophomores in the ELA classroom and phase 3 (2018-2019) for all grade levels

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Jana Everett	
Administrator	Nikki Martin	
Administrator	Greg Hodges	
Non-classroom Professional	Arliss Tredway	Counselor
Classroom Teacher	Tammy Butler	Business English/Librarian
Classroom Teacher	Rhonda Caldwell	Teacher
Classroom Teacher	Lauren McAdoo	Teacher
Classroom Teacher	Carmen Slagle	Teacher
Paraprofessional	Gina Rhoden	Secretary
Parent	Deanne Stinebaugh	
Business Representative	LeAnne Pierce	

Sheet1

Caddo Mills HS 2017-18	GT	CTE	Special Ed	Comp Ed	ESL	HS Allot
	PIC 21	PIC 22	PIC 23	PIC 24,28	PIC 25	PIC 31
Teachers		8.99	2.86	0.29	0.14	2.42
Teacher Aides		0.29	1.71	0.00		
Counselor		0.30				
TOTAL FTE	0.00	9.57	4.57	0.29	0.14	2.42
6100		\$508,178.00	\$211,989.00	\$31,081.00	\$7,856.00	\$144,029.00
6200	\$375.00	\$412.00				
6300		\$16,425.00	\$3,000.00	\$1,000.00	\$0.00	\$535.00
6400		\$12,028.00	\$1,260.00	\$150.00		
Total	\$375.00	\$537,043.00	\$216,249.00	\$32,231.00	\$7,856.00	\$144,564.00