

Leander Independent School District
Canyon Ridge Middle School
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Vision

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

Every Option Open.

Our Challenge

In order to accomplish this vision, we must:

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Canyon Ridge Middle School houses 1289 student in grades 6-8. 3.2% of our students are economically disadvantaged, and 6.7% of our students are students with disabilities. 28.4% of the CRMS population is At-Risk. Additional demographic information points to 35.7% of the student body as gifted and talented, and 0.9% as ELL. Our ethnicity breakdown is as follows: 11.4% Asian, 1.1% Black, 12.4% Hispanic, 0.1% American Indian, 3.8% two or more races, 0.1% Pacific Islander, and 71.2% are white. 51.3% of our students are female and 48.7% are male. Because campus test scores are high overall, the students with disabilities can post a large gap because of the small numbers of testers.

Demographics Strengths

- Historically, our Hispanic students have performed well on standardized assessments (2015 6th Reading = 92%, 6th MA = 92%, 7th Reading = 87%, 7th MA = 91%, 7th Writing = 91%, 8th Reading = 100%, 8th MA = 97%, 8th SS = 94%, 8th Science = 98%; 2014 6th Reading = 94%, 6th MA = 100%, 7th Reading = 90%, 7th MA = 96%, 7th Writing = 92%, 8th Reading = 100%, 8th MA = 97%, 8th SS = 93%, 8th Science = 98%; 2013 6th Reading = 98%, 6th MA 93%, 7th Reading = 97%, 7th MA = 94%, 7th Writing = 97%, 8th Reading = 100%, 8th MA = 100%, 8th SS = 90%, 8th Science = 100%; 2012 6th Reading = 100%, 6th MA = 89%, 7th Reading = 90%, 7th MA = 89%, 7th Writing = 87%, 8th Reading = 95%, 8th MA = 98%, 8th SS = 100%, 8th Science = 89%).
- As well, Asian students have turned in solid assessment performance since the STAAR test was in place (2015 6th Reading = 100%, 6th MA = 100%, 7th Reading = 98%, 7th MA = 78%, 7th Writing = 96%, 8th Reading = 100%, 8th MA = 100%, 8th SS = 98%, 8th Science = 100%; 2014 6th Reading = 98%, 6th MA = 100%, 7th Reading = 100%, 7th MA = 100%, 7th Writing = 98%, 8th Reading = 100%, 8th MA = 100%, 8th SS = 100%, 8th Science = 100%; 2013 = 6th Reading = 98%, 6th MA = 100%, 7th Reading = 100%, 7th MA = 100%, 7th Writing = 100%; 8th Reading = 100%, 8th MA = 100%, 8th SS = 95%, 8th Science = 100%; 2012 6th Reading = 97%, 6th MA = 100%, 7th Reading = 100%, 7th MA = 100%, 7th Writing = 100%, 8th Reading = 96%, 8th MA = 98%, 8th SS = 96%, 8th Science = 92%).
- With one exception, all ELL students scored in the Advanced or Advanced High composite on TELPAS. Our one exception is also a child with special needs.

Demographics Needs

- At-Risk, Economically Disadvantaged, and Special Education students performed at a much lower standard than All students in 2015.
- Modified students struggled with a non-modified state test.
- All SSI failures on the 2015 STAAR were in the Special Education subgroup, all with modified curriculum.

Student Achievement

Student Achievement Summary

- Canyon Ridge again posted strong scores in all content tests; however, our special needs students struggled in every content. The lack of a modified test was a hurdle for these students in Reading, Math, and Science. (Many of these students receive modified curriculum in the classroom.) This was particularly significant in the area of reading, which hampered the student on every test. All of our SSI students this year were in Special Education. Several students from this subgroup also abstained from taking the test. Because of the comparatively small numbers of special needs students who tested, our percentage rates felt the impact from those students who were not successful.
- In our ninth year of implementation, the positive impact on student learning of standards-referenced grading in ELA has been corroborated. Teachers in Social Studies, Science, and ELA made a concerted effort to focus on reading informational text, with positive results.
- Through the abstract and DBQ process used in Social Studies and the abstract and annotation model in Science, writing instruction was supported for all students. Our special needs students were hampered in writing by an inability to express themselves in written form.
- The new Math TEKS proved to be problematic for teachers and students in all grade levels. With the initial year behind, teachers and students will be better prepared for the upcoming year.
- Positive Science scores were a result of focused curriculum delivery on the part of all teachers. All 7th grade students participated in the local, regional, and state Science Fair. CRMS was the winner of the Regional Science Fair Sweepstakes.
- Social Studies teachers must place a greater emphasis on the Economics, Science, Technology, and Society objective. Greater consistency in vertical grading policies in Social Studies for the 2015-2016 school.
- ELL students benefited greatly from a truly outstanding teacher this year. Although she was split between two campuses, lessons were well designed and delivered to meet the needs of the individual students.
- The Destination Imagination teams of CRMS experienced outstanding success as three of our teams advanced to the Global Competition.
- Our fine arts program continues to distinguish itself, with the Symphonic Band performance at the Midwest Convention in Chicago. Both band and choir earned Sweepstakes ratings at the UIL competition.
- The consistent tutors in our AVID program provided our students with the competency in running the student-led tutorials. The benefit to our AVID program was the increase in the number of students interested in the program for the 2015-2016 school year.

Student Achievement Strengths

- Canyon Ridge met Index 1, 2, 3, and 4 of the TEA Accountability ratings.
- Canyon Ridge earned one state Distinction in Science.
- All grades scored above 95% on Level II Satisfactory Reading standards on STAAR.
- 8th grade At-Risk students scored 92% on Level II Satisfactory Reading standards on STAAR.
- Average Hispanic scores on STAAR Reading were 93%.
- Average Level III Advanced scores in Reading were 58%.

- Writing scores for 7th grade demonstrated a 95% pass rate on STAAR.
- Scores in expository writing exceeded narrative composition.
- 8th Math scores on STAAR showed positive results in new TEKS test.
- In all grades, Asian performance exceeded that of all on Math STAAR.
- 100% of Algebra students met the standard on the End of Course exam.
- 8th Science scores on STAAR were at 98%, with a 52% Level III Advanced rating.
- 100% of Economically Disadvantaged met the standard on 8th Science exam.
- 87% of At-Risk students met the Science standard.
- 24% of Special Education students met the Level III Advanced standard.
- Closing the gap in subgroup performance in 8th Science (2012=33%, 2013=15%, 2014=8%, 2015=3%).
- 95% met standard in 8th Social Studies test.
- 75% of Special Education students met the standard on the test, while At-Risk posted an 84% pass rate and Hispanic students were at 94%.
- All ESL students achieved an Advanced or Advanced High composite on the TELPAS exam.
- ELL students were well aware of exit criteria for ESL, and focused on this criteria all year.
- Lessons in ESL were differentiated all year, allowing students to reach their personal potential.
- Peer mentoring program
- Large enrollment in Pre-AP ELA, Algebra and Geometry, Spanish, and Project Lead the Way.

Student Achievement Needs

- Across the board, Special Education students posted a 30% gap from All in Reading.
- Special Education scores in Writing showed a 38% gap, while Economically Disadvantaged gap was 22% and At-Risk gap was 17%.
- 29% of our Special Education students failed to meet the passing standard on Science.
- All SSI students at CRMS were in the Special Education subgroup.
- ReadStep scores for 8th grade decreased from the preceding year (2013=76.2%, 2014=69.2%).

School Culture and Climate

School Culture and Climate Summary

- Canyon Ridge Middle School prides itself on a student body who feel they are safe on campus. This is due, in large part, to a proactive approach to student management. Teachers and administrators are visible during all transitions, and make it a priority to develop strong relationships with students. The addition of more cameras throughout the school provides more careful surveillance.
- Our campus has a strong CATCH program which provides numerous opportunities for students and parents to be involved in healthy pursuits. A great many students participate in activities which provide strenuous exercise, resulting in a student body who are healthy and fit.
- Overall attendance is high, resulting in little interruption to instruction.
- Teachers at CRMS take pride in their campus and feel respected and valued. In the district employee survey, staff rated 12 of 14 constructs as substantial strengths (above 375).

School Culture and Climate Strengths

- 96.2% of our students feel they are safe on campus.
- Attendance rates remained high (97%).
- .2% per capita discipline rate.
- 86% of our Economically Disadvantaged students participate in UIL extra- and co-curricular activities.
- Campus scholarships are available to parents for participating in activities.
- Strong CATCH program on campus
- Fitnessgram results indicated that our students are maintaining healthy body weights and BMI.
- In district employee survey, teachers rated 12 of 14 constructs as substantial strengths (scores above 375).

School Culture and Climate Needs

- Limited resources for students (and their families) who have emotional and/or psychological needs.
- Large absenteeism before holidays, due to discretionary family travel.
- Teachers rated pay and benefits as areas of concern on on the employee engagement survey.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- From the district student survey, it is apparent that students understand what they are learning and the relevance of the learning targets (94.9%). They also know where to find help, when needed (89.2%). Most of the students come to school ready to learn and are excited about what they are learning (87.3%). The students understand working collaboratively, and enjoy this interaction with others (92%). Goal setting is clearly understood by the students; however, tracking of goals is infrequent. Parent survey feedback indicates that the school provides curricula which is engaging and appropriate for students (93%). 87% of parents indicated that the campus has a system in place to help children set academic goals and track progress. 81% of parents felt their students were provided enrichment and advancement when appropriate; 79% of parents felt their students received the support needed when struggling. Sadly, only 8% of CRMS parents responded to the parent survey.
- District EUS and common assessments are supportive of the learning process. Campus teachers are serious about instruction and learning.
- Through campus student focus groups, it was determined that most students are invested in their learning for grades. The students indicated that they "liked school" but felt a great deal of pressure from parents and teachers to achieve at a high level. Because of the focus on grades, many students are unwilling to challenge themselves to delve deeper into subject matter. (SLB Look-For data collection)

Curriculum, Instruction, and Assessment Strengths

- 94.9% of students know what and why they are learning material.
- 89.2% of students know where to access help when they are struggling.
- 87.3% of students are excited about learning and participating in classes.
- 92% of students indicate that they collaborate with others to learn.
- Strong Essential Units of Study are developed by the district.
- Common assessments developed by the district prepare students for the rigor of the state tests.
- Special Education students run their individual ARD meetings, outlining strengths and areas for improvement.

Curriculum, Instruction, and Assessment Needs

- Students have become overwhelmed with goal setting in every content area.
- Tracking of goals loses its momentum as the school year progresses.
- Students are not maintaining grade sheets as they should.
- ELA portfolios are not working as a communication tool for parents.

- Student ownership in agenda maintenance has waned.
- Based on focus group feedback, middle school students struggle with a growth mindset which enhances the learning process.

Family and Community Involvement

Family and Community Involvement Summary

- The CRMS Eagle community is strong and supportive. Parents and community members are willing to serve as coaches and mentors to our students. Our community is financially generous, providing resources to student groups (National Junior Honor Society and Student Council) and offering grants to teachers (PTA and Hill Country Education Foundation). It is difficult to find people to serve on school committees due to the busy lifestyle of the community. Support from our local businesses is strong.
- For the following year, the school needs to find ways to give back to the community. This is difficult for students who are unable to transport themselves.

Family and Community Involvement Strengths

- Strong PTA membership
- Community volunteers for Science Fair
- WatchDogs program
- Parent support for fine arts, athletics, and electives
- Supportive Athletic Booster Club
- Parent commitment to serve as sponsors/coaches for robotics (FTC and FLL), Destination Imagination, and Math Pentathlon
- Parent/community mentors for students
- 99% of parents feel that the school offers a safe and supportive learning environment for students.
- 93% of parents point to engaging, appropriate curricula as a strength.
- 92% of parents indicate that they receive adequate and timely communication.
- Monetary support for program requests through Hill Country Education Foundation

Family and Community Involvement Needs

- Small number of parents who answer district parent survey (8%)
- Pressure for grades, which affects student resiliency and risk-taking
- Difficulty finding parents and community members who will serve on Site-Based Planning Committee
- Shortage of substitute teachers

Technology

Technology Summary

This year, CRMS was selected to be a pilot campus for a 1:1 roll-out of Lenovo laptops to all 6th grade students. The results exceeded our expectations. Students truly took pride and responsibility with their devices. Because this was a pilot program, every aspect of the deployment was new. We were all finding our way. The district allowed a great deal of autonomy in the deployment, allowing us to determine if one campus was more successful than another. (Three campuses participated in the roll-out.)

Our strong technology facilitator was aided in the roll out by a district instructional support specialist. Working together, our students were supported to produce amazing evidence of technology used to enhance instruction. We look forward to expanding this pilot in August 2015.

Technology Strengths

- 1:1 pilot roll-out of laptop computers
- Improved wireless infrastructure
- Techsperts and student expertise to support the school
- Invaluable tech specialist and instructional support specialist
- Teacher buy-in to the 1:1 pilot
- Student ownership in the pilot program
- Proficient achievement on technology exam by 8th grade students

Technology Needs

- Managing cell phones (BYOT)

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

- 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
- Accountability Distinction Designations
- 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

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

- Section 504 data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data


- Processes and procedures for teaching and learning, including program implementation
- Action research results

Goals

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

Performance Objective 1: In the 2015-2016 school year, 75% of all 8th grade students will be College and Career Ready in reading and math, as defined by PSAT 8/9 and Recommended Level achievement on the 2016 STAAR. (2014 Readiness = 69.2%; Recommended standard in reading = 80%; Recommended standard in math = 87%)

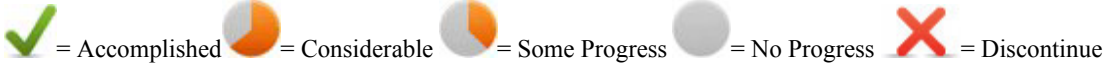
Summative Evaluation: PSAT 8/9, 2016 STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus "Word of the Week" will focus on specific testing vocabulary, ex: ascend/descend, analyze, compare/contrast, etc.	Principal, faculty, parents	Students will be able to identify vocabulary required to navigate a standardized assessment, Notes from the Nest, Ridge Relay			
Funding Sources: 199 - General Funds					
2) Campus teachers will incorporate CCR strategies into lesson design.	Teachers	Lesson plans			
Funding Sources: 199 - General Funds					
3) Continue campus "college awareness" emphasis through College Awareness Week activities, March Madness votes, faculty college graduation recognition, Friday college t-shirt days, etc.	Counseling office, administration, faculty	Number of students who actively participate in events, Future Fest participant rosters and Passports, College Awareness Week videos and curricula			
Funding Sources: 199 - General Funds					
4) Expand our Future Fest by soliciting and encouraging more parents to participate, sharing their careers and expertise.	Counseling, Administration	List of parent presenters at Future Fest			
Funding Sources: 199 - General Funds - \$0.00					
					

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

Performance Objective 1: By the end of 2016, 78% of the students at CRMS will meet the Level II Final Recommended Standard in reading and writing on the STAAR test. (Currently reality for 2015: 8th Reading = 80%, 7th Reading = 72%, 6th Reading = 74%, Writing = 71%)


Summative Evaluation: STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Students who did not meet the standard on the 2015 STAAR or who have the potential to miss the standard at the new phase-in level will receive daily intervention of fifty-two minutes, in addition to their content classes.	Grade-level intervention teachers	Intervention lists, daily attendance, weekly formative assessment			
	Funding Sources: 199 - General Funds				
2) Tutorials will be available to all students on a daily basis.	Faculty	Tutorial schedules, teacher websites, Learning Walk discussions with students			
	Funding Sources: 199 - General Funds				
3) Cross-curricular efforts will support the skills of analysis, summarization, and inference.	Faculty	DBQs, Abstracts, classroom projects, vocabulary instruction			
	Funding Sources: 199 - General Funds				
					

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

Performance Objective 2: By the end of the 2016 school year, the performance gap between 8th grade Special Education students and All students on STAAR reading will be less than 35%. (Currently: gap between SpEd and ALL = 43%)


Summative Evaluation: STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Within the first month of school, all tracking teachers will meet with their individual tracking students to discuss the student plan for learning.	Special education tracking teachers, Special education department chair	Documentation of meeting dates with tracking students Documentation of individual student plans, with six-weeks goals attached			
Funding Sources: 199 - General Funds					
2) Throughout the school year, special education Study Skills teachers will emphasize pre-teaching of content specific vocabulary and test-taking skills, ex: bubbling.	Study Skills teachers, Special education department chair	Lesson plans with targeted instruction Benchmark assessments Vertical growth data Documented student progress in content classes			
Funding Sources: 199 - General Funds, 224 IDEA - Special Education Funds					
3) For the 2015-2016 school year, tutorials specifically for special needs students will be provided each day of the week.	Resource teachers, Study Skills teacher, Social Skills teacher, GOALS teacher	Tutorial logs			
Funding Sources: 199 - General Funds					
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: With the addition of 1:1 computers (mLISD), student engagement and active participation in their learning activities will increase from the current 87% to 92% by the end of the school year.


Summative Evaluation: Learning Walks, district student survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus faculty will continue to expose students to challenging, creative, engaging tasks, with technology used to shift the control of learning from teacher to student.	Faculty	Learning Walk discussions, district student survey			
Funding Sources: 199 - General Funds					
2) By the end of the 2015-2016 school year, all students will be more knowledgeable of appropriate, trusted research sources, and will be able to determine which resources will best support the type of research in which they are engaged.	Teachers, librarian	Well-crafted research projects, Science Fair abstracts and hypotheses			
Funding Sources: 199 - General Funds					
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 2: During the 2015-2016 school year, 78% of the students at CRMS will set learning goals in APS, AVID, QUEST, or Gateway, with particular emphasis on tracking progress on goals (minimum of once/six weeks). (Currently, 71.9% of the students know their learning goals and track their progress throughout the year.)


Summative Evaluation: Learning Walks, informal discussions with students, district student surveys, matrices/goal setting sheets

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Once per six weeks, students will set a SMART performance and action goal, and track progress on this goal.	APS, AVID, Gateway, QUEST teachers Funding Sources: 199 - General Funds	Goal setting sheets, student matrices, district student survey			
2) Parents will be asked to monitor their student's performance and action goals, and progress made toward these goals.	APS, AVID, Gateway, QUEST teachers, Administration	Improved goal setting capabilities from students, more informed parent group (district survey), Ridge Relay			
					

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


Performance Objective 1: In the 2015-2016 school year, 90% of the students at Canyon Ridge will participate in one or more extra- or co-curricular activities. (Currently: 86% of students participate in extra-curricular activities.)

Summative Evaluation: Learning Walks, district student surveys.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide campus support for student interest clubs and activities (robotics, C2/No Place for Hate, Eagle Ambassadors, PALS, Coding Club, NJHS, Student Council, etc.).	Sponsors, counseling office	Club rosters, club activities, campus activities for No Place for Hate, Ambassador roster, community service lists, mentor and PAL rosters			
	Funding Sources: 199 - General Funds, 244 Carl Perkins Funds				
2) Continue to support, encourage, and build UIL participation (athletics, choir, band, dance, theatre, DI, etc.) during pep rallies, school events, announcements of recognition.	Coaches, directors, sponsors, counseling office	Participation rosters, competition participation, grants			
	Funding Sources: 199 - General Funds				
3) Provide scholarships for students who would be precluded from participation in extra- or co-curricular activities due to financial hardship.	Sponsors, Administration	Scholarship applications			
	Funding Sources: 199 - General Funds				
4) Provide continuous communication to parents about clubs and activities for students on campus, celebrating success and encouraging parent sponsorship/participation in high-interest clubs. (Currently, we have parents who are actively involved in DI, FLL, FTC, and Math Pentathlon.)	Club sponsor, Administration	Ridge Relay (parent weekly newsletter), Increased participation by all students			
	Funding Sources: 199 - General Funds - \$0.00				
					

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

Performance Objective 2: Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

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

Addendums

045 CANYON RIDGE MS
Campus Demographic Summary
2015 - 2016 School Year
Principal: SUSAN SULLIVAN

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
80	7.9	16	7	5

Grade	Total	%
06	428	33.2%
07	436	33.9%
08	424	32.9%
Campus Total	1,288	

Economically Disadvantaged		
N	1,244	96.6%
Y	44	3.4%

Students with Disabilities		
N	1,200	93.2%
Y	88	6.8%

At Risk Students		
N	939	72.9%
Y	349	27.1%

Ethnicity		
ASIAN	156	12.1%
BLACK	17	1.3%
HISPANIC/LATINO	154	12.0%
AMERICAN INDIAN	3	0.2%
TWO OR MORE RACES (MULTI)	43	3.3%
WHITE	915	71.0%

Gender		
FEMALE	673	52.3%
MALE	615	47.7%

Gifted and Talented		
N	768	59.6%
Y	520	40.4%

English Language Learners		
N	1,280	99.4%
Y	8	0.6%

Students in Bilingual Program		
N	1,288	100.0%

Students in ESL program		
N	1,280	99.4%
Y	8	0.6%

CRMS (045)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Student ownership of learning	By the end of the 2014-2015 school year, 80% of the students will be able to discuss why they are learning specific concepts ("how is this relevant to me?"), as measured by Learning Walks.	Met. Through the district student survey and Learning Walk discussions with students, 94.9% of our students responded that they understood what they were learning in class and why it was important to them.	For the 2015-2016 school year, Learning Targets will be expanded to include not only the what, why, and how, but the measure of success.
	Learning objective			
	Data analysis and goal setting	100% of the students at CRMS will set learning goals in all core content subjects, with particular emphasis on tracking progress on goals (minimum of once a six weeks), as measured by Learning Walks informal discussions with students, and matrices/goal sheets. (Currently: 95% of the students set goals in content classes; however, less than 70% track improvement.)	Did not meet. Not an effective strategy to employ in all content areas. Students became overwhelmed with setting goals, and usage waned.	Academic goal setting through APS/AVID/Gateway/QUEST/Social Skills. Consideration of student spreadsheets maintained in individual Lenovo laptops.
Eliminating the Achievement Gap	Essential learning aligned to TEKS	By the end of 2015, 65% of the students at CRMS will meet the Level II Final Recommended standard in reading and math on the STAAR test. (Current reality in reading: 8th - 63%, 7th - 57%, 6th - 62%. In on-level math: 8th 70%, 7th 51%, 6th 31%.)	Met. ELA scores averaged 96.6%, while MA scores averaged 94% at Level II Recommended level (6th ELA=96%, 7th ELA=95%, 8th ELA=99%, 6th MA= 96%, 7th MA=90%, 8th MA=96%)	Continue using standards-referenced grading in ELA. Conduct in-depth review of new MA TEKS which were problematic for students.
	High yield strategies	By the end of the 2015 school year, 7th grade EcoDis and SpEd subgroup performance on STAAR in reading and math will be less than 20% of All performance. (Current reality in reading: EcoDis gap =34%, SpEd gap =21%. Current reality in math: EcoDis gap = 26%, SpEd = 25%.)	Only met in EcoDis ELA. Did not meet in all others. EcoDis ELA gap=16%; EcoDis MA gap=26%. SpEd ELA gap=43%; SpEd MA gap=25%.	Continue to evaluate SpEd students to determine necessary intervention.
	Data analysis and goal setting			
	Plan for intervention / challenge			

CRMS (045)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
College and Career Readiness	Learner engagement Bloom's taxonomy Student ownership of learning Plan for intervention / challenge	In the 2014-2015 school year, 80% of 8th grade students will be CCR ready, as defined by ReadStep. (2013-2014: 76.2% of 8th grade students were considered CCR.)	Did not meet. Students were 69.2% CCR ready as determined by ReadStep.	Focus on the move from ReadStep to new PSAT 8/9 format for next year.
	Focus on Whole Student	Supportive learning environment	In 2014-2015, 98% of the students will feel safe and valued at CRMS, as measured by district student survey data and informal feedback from students and parents. (Current reality: 96% of the students feel safe at school.)	Did not meet. District survey revealed that 96.2% felt safe at school.
			For the 2014-2015 school year, daily attendance for all students will remain at or above 95%, as determined by PEIMS data. (Attendance 2013-2014: 97%)	Met. Daily attendance as reported in PEIMS was 97%