

**Victoria Independent School District**  
**Cade Middle School**  
**2018-2019 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Harold Cade Middle School was founded in 2010. As of the 2017-18 school year, the student population consisted of 880 students, 52.5 percent economically disadvantaged, 3.1 percent English Language Learners, 15.6 percent mobility rate, 12.3 percent served by special education, 5 percent African American, 52 percent hispanic and 42 percent white. Harold Cade Middle School serves grades 6-8. Cade enrollment had a significant increase in the 2017-18 school year from 808 to 880. 2017-18 attendance rate was 95.1%. 75 students are identified as gifted and talented along with about half the student population enrolled in one or more advanced courses (Pre-AP). During the 2017-18 school year, 79 students were identified as homeless, receiving additional supports through the McKinney Vento Assistance Act.

### Demographics Strengths

The 2018-19 school year marks the 9th year of educating a diverse population of students in the Victoria community. Harold Cade Middle School was named in honor of prominent educator who continues to support all Victoria students. Cade received a distinction designation from the state, in the area of Science.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The 2017-18 attendance rate for Harold Cade Middle School was 95.1 which was lower than the district goal of 96%. **Root Cause:** The existing attendance structures are more reactive in nature in response to students' attendance patterns.

# Student Academic Achievement

## Student Academic Achievement Summary

Harold Cade Middle School was founded in 2010. As of the 2017-18 school year, the student population consisted of 880 students, 52.5 percent economically disadvantaged, 3.1 percent English Language Learners, 15.6 percent mobility rate, 12.3 percent served by special education, 5 percent African American, 52 percent hispanic and 42 percent white. Harold Cade Middle School serves grades 6-8. Cade enrollment had a significant increase in the 2017-18 school year from 808 to 880. 2017-18 attendance rate was 95.1%. 75 students are identified as gifted and talented along with about half the student population enrolled in one or more advanced courses (Pre-AP). During the 2017-18 school year, 79 students were identified as homeless, receiving additional supports through the McKinney Vento Assistance Act.

Harold Cade's 2017-18 STAAR Summary:

	6th Math	6th Reading	7th Math	7th Reading	7th Writing	8th Math	8th Reading	8th Science	8th Social Studies
Approaches	74	57	51	75	69	83	85	72	55
Meets	35	33	13	51	48	42	34	49	24
Masters	16	15	2	28	14	12	18	26	13

## Student Academic Achievement Strengths

Harold Cade continues to meet standard in all areas. According to STAAR data, we are continuing to close the gap between all students and economically disadvantaged students. We also showed gains in the number of students at the meets and masters level. 94% of students performed at the approaches level on the Algebra 1 EOC, 74% meets level and 39% masters level.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** 2018 6th grade Reading scores dramatically dropped as compared to the 2017 scores. **Root Cause:** Students lack proficiency in reading comprehension skills, inferencing and use of cognitive strategies.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Harold Cade Middle School continues to offer extra curricular activities for students including inter-murals, cheer, football, volleyball, basketball, track, band, theater arts, orchestra, yearbook, clubs, etc. We have over 50% of our student population involved in extra-curricular activities.

Cade has a Safe and Civil Team which focuses on improving the safety of our campus. We continue to evaluate policies and procedures. Cade had an increase in discipline referrals as compared to 2015-16 school year. We have implemented CHAMPS and positive behavior supports. We have also seen an increase in our student population over the last year, from 808 to 865. All staff has participated in bully training and many are trained in Capturing Kids Hearts. Cade continues to monitor ISS/OSS placements and has created other alternative consequences such as lunch detention, after school detention, etc.

Cade offers tutoring and interventions to all students. There is an organized Repose to Intervention process in place that includes data conversations, evidence of interventions and decision-making thorough a collaborative team approach. Cade staff participate in Professional Learning Communities focused on improving the teaching and learning process. Fundamental Five and Kagan strategies are impeded in the lesson design.

Cade offers AVID (advancement Via Individual Determination) to 6th, 7th and 8th graders. Students participate in a daily course taught by a certified teacher. Tutors work with the AVID students to ensure success in Pre-AP classes.

Cade protects the instructional minutes, as teachers teach bell to bell. Each class period is scheduled for 55 minutes. Advisory time is built into the daily schedule, adding 26 additional minutes to 7th period. Students have the opportunity for intervention, enrichment, club meetings and additional tutoring during this advisory period.

Cade Conversations are held monthly to support and retain new teachers to the campus. Teachers have the opportunity to ask questions and learn new strategies to enhance the teaching and learning process. Mentors are also assigned to new teachers at Cade.

### **School Processes & Programs Strengths**

Cade utilizes available time as academic learning time. Additional intervention classes such as Power Math and Power Reading are offered to students. Cade students show school pride while involved in extra curricular activities. There is an increase in the number of activities offered and the number of students participating in the activities. The staff continues to focus on building relationships with the students.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Students identified as economically disadvantaged are not meeting standards in all areas on the state assessment. **Root Cause:** Students lack academic and social skills and motivation to excel.

## Perceptions

### Perceptions Summary

The mission of Cade Middle School is to provide a comprehensive and quality education focusing on achieving excellence for all students. Cade staff continues to provide a rigorous curriculum and set high expectations for all students. Cade has over 50% of students taking at least one Pre-AP class. Cade continues to meet standards on state assessments, focusing on student growth. Cade also continues to score above state averages on the state assessments. Cade staff and students exhibit school pride both in school and after hours. The Athletics Dept. and Fine Arts Dept. have both received many accolades for strong performances.

### Perceptions Strengths

Cade has established very clear procedures and policies for the students. Cade continues to communicate these procedures and policies to the students, parents and staff using a variety of resources such as Remind, campus website, daily announcements, campus marquee and Edulink system. The campus committees (Safe and Civil, PAWS, Site-Based Decision Making, Attendance and AVID) meet once a month to review data and reflect on the campus procedures. Cade staff establishes strong and caring relationships with our Cade families. Many of the teachers have attended Capturing Kids Hearts and implement social contracts. Cade has an active PTO, Athletic Booster Club, Cheer Booster Club, NJHS, Builder's Club and Student Council.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** During the 2017-18 school year, 60% of all referrals resulted in ISS/OSS placement. Cade also had a 30% increase in the number of overall referrals. **Root Cause:** The school lacks a systemic approach for supporting positive behavior supports and behavior interventions while students continue to face higher academic expectations and personal accountability.

# 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

## Student Data: Assessments

- 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
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS

## Support Systems and Other Data



- Organizational structure data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Annual Goals

## Annual Goal 1: Increase the percent of students achieving the Meets Standard or above in Reading by 20%.

**Quarterly Goal 1:** Students in grades 6, 7 and 8 will show an increase in reading as measured by the district checkpoints by 10%.

**Quarterly Review 1:** Significant progress made toward meeting Quarterly Goal










**Quarterly Goal 2:** Students in grades 6, 7 and 8 will show an increase in reading as measured by the district checkpoints by 10%.

**Quarterly Goal 3:** Increase the percent of students achieving the Meets Standard or above in reading by 15%. (on the spring benchmarks)

**Quarterly Goal 4:** Increase the percent of students achieving the Meets Standard or above in reading by 20%. (on the state assessment)

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  <b>Strategy Aims</b> AIM 1 AIM 3 AIM 4  1) Create a lead teacher position to support RtI process and reading interventions.	2.4, 2.6	Administrator	Monitoring of RtI progress and interventions, effectively identifying students needing additional support in reading.				
Problem Statements: Student Academic Achievement 1							
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 3 AIM 4  2) Create power reading classes in grades 6, 7 and 8 utilizing additional resources such as Achieve 3000.	2.4, 2.6	Counselors Leadership Team	Increase reading comprehension, critical thinking skills and fluency for struggling students.				
Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - PIC 24 State Comp Ed - 9910.00							

<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  <b>Strategy Aims</b> AIM 1 AIM 3 AIM 4  3) Monitor sub-groups (including ED, SPED, EL and Hispanics) and provide interventions, tutoring, and homework center incorporating Kagan strategies and professional development opportunities.	2.4, 2.6	Leadership Team SPED Team Classroom Teachers ESL Itinerant teacher	Increase participation in daily lessons, tutoring and homework center, grades, results in checkpoints and attendance. Provide teachers with additional strategies, resources to enhance instruction.				
	Problem Statements: Student Academic Achievement 1						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  <b>Strategy Aims</b> AIM 1 AIM 3 AIM 4 AIM 5  4) Analyze student data, providing content teachers with data binders, tracking student growth, setting goals and reflecting on best practices to meet goals using the PLC model (Professional Learning Communities).	2.4, 2.5, 2.6	Instructional Coach Teachers Leadership Team	Enhance the teaching and learning process, using data to drive instruction while individualizing student goals. Provide opportunity for teachers to collaborate and share ideas which will improve student learning.				
	Problem Statements: Student Academic Achievement 1						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  <b>Strategy Aims</b> AIM 1 AIM 3 AIM 4 AIM 5 AIM 6  5) Conduct weekly walkthroughs to measure the teaching and learning process, T-TESS Domains and fidelity of Fundamental Five/district curriculum expectations providing specific feedback to teachers.	2.4, 2.5	Administration	Implementation of Fundamental Five components, bell to bell instruction, teacher feedback on the Glow/Grow, teachers meeting SLO targets and professional goals.				
	Problem Statements: Student Academic Achievement 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 2018 6th grade Reading scores dramatically dropped as compared to the 2017 scores. <b>Root Cause 1:</b> Students lack proficiency in reading comprehension skills, inferencing and use of cognitive strategies.

**Annual Goal 2: Increase the percent of students achieving the Meets Standard or above in Math by 20%.**

**Quarterly Goal 1:** Students in grades 6, 7 and 8 will show an increase in math as measured by the district checkpoints by 10%.





**Quarterly Review 1:** Significant progress made toward meeting Quarterly Goal

**Quarterly Goal 2:** Students in grades 6, 7 and 8 will show an increase in math as measured by the district checkpoints by 10%.

**Quarterly Goal 3:** Increase the percent of students achieving the Meets Standard or above in math by 15%. (on the spring benchmarks)

**Quarterly Goal 4:** Increase the percent of students achieving the Meets Standard or above in math by 20%. (on the state assessment)

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  <b>Strategy Aims</b> AIM 1 AIM 3 AIM 4 AIM 5  1) Implementation of internal and external instructional rounds. The Cade team will participate in middle school instructional rounds.	2.4, 2.5	Administrator Instructional Coach Instructional Rounds campus team	Increase student achievement and teacher craft, focusing on the campus problem of practice.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - Local Funds - 2400.00						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 3 AIM 4  2) Create power math classes in grades 7 and 8 utilizing additional resources such as Dream Box. Provide ongoing training to teachers utilizing Dream Box.	2.4, 2.6	Counselors Leadership Team	Increase math fluency, number sense and problem solving skills.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - PIC 24 State Comp Ed - 7000.00						

<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 3 AIM 4 AIM 5  3) Monitor sub-groups (including ED, SPED, EL and Hispanics) and provide interventions, tutoring, and homework center incorporating Kagan strategies and professional development opportunities.		Teachers SPED Team Leadership Team ESL Itinerant teacher	Increase participation in daily lessons, tutoring and homework center, grades, results in checkpoints and attendance. Provide teachers with additional strategies, resources to enhance instruction.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - PIC 24 State Comp Ed - 5500.00						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 1 AIM 4  4) Provide math courses which meet the needs of all students:  Regular Math Grades 6, 7 and 8 Accelerated Math Grades 6 & 7 Pre AP Math Grades 7 & 8 Algebra 1 Virtual Learning Algebra 11 and Geometry	2.4, 2.5	Counselors Administrator	Provide advanced learning opportunities for students to meet or exceed state standards.				
	Problem Statements: Student Academic Achievement 1						
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 2018 6th grade Reading scores dramatically dropped as compared to the 2017 scores. <b>Root Cause 1:</b> Students lack proficiency in reading comprehension skills, inferencing and use of cognitive strategies.

**Annual Goal 3: Increase the percent of economically disadvantaged students achieving Meets Standard in all tested subjects by 20%.**

**Quarterly Goal 1:** Identify, evaluate and revise existing structures which result in at least 50% of the economically disadvantaged students meeting expectations on checkpoints.



**Quarterly Review 1:** Some progress made toward meeting Quarterly Goal








**Quarterly Goal 2:** Increase the percent of economically disadvantaged students meeting expectations on checkpoints by 10%.

**Quarterly Goal 3:** Increase the percent of economically disadvantaged students meeting expectations on spring benchmarks by 10%.

**Quarterly Goal 4:** Increase the percent of economically disadvantaged students achieving Meets Standards in all tested subjects by 20%.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6  <b>Strategy Aims</b> AIM 2 AIM 4  1) Enhance and support a positive learning environment where students feel they belong.	2.4, 2.6	PAW Pride Committee Teachers Leadership Team	Create a supportive learning environment, building school pride.				
	Problem Statements: School Processes & Programs 1						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 3 AIM 4  2) Restructure advisory time and provide each student with a school agenda to assist with organizational skills/growth mindset.	2.4, 2.6	Instructional Coach Leadership Team Teachers	Students will have the opportunity to set personal goals, develop organizational skills and enhance growth mindset.				
	Problem Statements: School Processes & Programs 1  Funding Sources: 199 - Local Funds - 3000.00						

<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 2 AIM 4  3) Monitor sub-groups (including ED, SPED, EL and Hispanics) and provide interventions, tutoring, and homework center incorporating Kagan strategies and professional development opportunities.	2.4, 2.6	Leadership Team SPED Team classroom teachers ESL Itinerant teacher	Increase participation in daily lessons, tutoring and homework center, grades, results in checkpoints and attendance.				
	Problem Statements: School Processes & Programs 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Students identified as economically disadvantaged are not meeting standards in all areas on the state assessment. <b>Root Cause 1:</b> Students lack academic and social skills and motivation to excel.

## Annual Goal 4: Decrease student out of class time due to discipline by 15%.

**Quarterly Goal 1:** Reduce the number of out of class placements by 10% as compared to the 1st grade period of 2017-18.






**Quarterly Review 1:** Some progress made toward meeting Quarterly Goal

**Quarterly Goal 2:** Reduce the number of out of class placements by 10% as compared to the 2nd grade period of 2017-18

**Quarterly Goal 3:** Reduce the number of out of class placements by 10% as compared to the 3rd grade period of 2017-18

**Quarterly Goal 4:** Reduce the number of out of class placements by 10% as compared to the 4th grade period of 2017-18

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 4 CSF 6  <b>Strategy Aims</b> AIM 2 AIM 4  1) Implementation of CHAMPS.	2.6	Administrator Safe and Civil Team	Decrease the number of classroom referrals and provide consistency among classrooms.				
	Problem Statements: Perceptions 1						
<b>Critical Success Factors</b> CSF 2 CSF 6  <b>Strategy Aims</b> AIM 2 AIM 4  2) Safe and Civil Committee will meet monthly to review discipline data and campus procedures.	2.5, 2.6	Administrator Safe and Civil Team	Create a safe and inviting environment where students respect each other. Data driven decisions for refining campus procedures.				
	Problem Statements: Perceptions 1						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6  <b>Strategy Aims</b> AIM 2 AIM 4  3) Communicate to all students the campus expectations, policies and procedures.	2.5, 2.6	Administrator Teachers Safe and Civil Team	Reduce the number of discipline and guidance referrals per grading period.				
	Problem Statements: Perceptions 1						



<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p><b>Strategy Aims</b> AIM 2 AIM 4 AIM 6 AIM 7</p>	2.6	Counselor Administrator Teachers	Improvement of behavior for targeted students. Increase communication among school and home. Build positive relationships which will positively impact student achievement and attendance.				
<p>4) Identify campus behavior supports for students and recognize positive behaviors, communicating with families.</p> <p>Ripples effect RtI Positive Post Cards Schoolwide recognition Bulldog Bash</p>	<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: 199 - Local Funds - 1800.00</p>						
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Quarterly Goal 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> During the 2017-18 school year, 60% of all referrals resulted in ISS/OSS placement. Cade also had a 30% increase in the number of overall referrals. <b>Root Cause 1:</b> The school lacks a systemic approach for supporting positive behavior supports and behavior interventions while students continue to face higher academic expectations and personal accountability.</p>

## Annual Goal 5: Increase daily attendance to meet or exceed the district goal of 96%.

**Quarterly Goal 1:** The campus, in conjunction with the Attendance Committee, will implement a proactive approach when dealing with student attendance to maintain an attendance rate of 96% or above.




**Quarterly Review 1:** Met Quarterly Goal

**Quarterly Goal 2:** The campus, in conjunction with the Attendance Committee, will implement a proactive approach when dealing with student attendance to maintain an attendance rate of 96% or above.

**Quarterly Goal 3:** The campus, in conjunction with the Attendance Committee, will implement a proactive approach when dealing with student attendance to maintain an attendance rate of 96% or above.

**Quarterly Goal 4:** The campus, in conjunction with the Attendance Committee, will implement a proactive approach when dealing with student attendance to maintain an attendance rate of 96% or above.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p><b>Strategy Aims</b> AIM 2 AIM 4 AIM 7</p> <p>1) Attendance committee will meet monthly to review attendance, plan incentives and promote attendance habits.</p>	2.6	Administrator Attendance Committee Student Success Facilitator	Increase daily attendance				
<p>Problem Statements: Demographics 1 Funding Sources: 199 - Local Funds - 1000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p><b>Strategy Aims</b> AIM 2 AIM 4 AIM 7</p> <p>2) Provide incentives to students based on attendance data.</p>	2.6	Administrator Attendance Committee Student Success Facilitator	Increase daily attendance and promote positive attendance habits				
<p>Problem Statements: Demographics 1 Funding Sources: 199 - Local Funds - 1000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p><b>Strategy Aims</b> AIM 2 AIM 4 AIM 6</p> <p>3) Develop truancy prevention measures for each student who accumulates three or more unexcused absences.</p>	2.6	Student Success Facilitator Administrator	Reduce the number of students who accumulate three or more unexcused absences. Increase daily attendance.				
<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 0.00</p>							

<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 4 AIM 6  4) Monitor students' attendance through the 10% list (report generated weekly)	2.6	Leadership Team Student Success Facilitator Attendance Committee	Increase daily attendance and reduce the number of students who exceed the 10% absences. Decrease the number of truancy cases.				
	Problem Statements: Demographics 1						
<b>Critical Success Factors</b> CSF 5  <b>Strategy Aims</b> AIM 7  5) Educate parents and students about the 90% law through Open House, new student orientation, marquee, campus website, Remind, campus check-out system and Edulink.	2.6	Leadership Team Student Success Facilitator	Increase daily attendance and reduce the number of early check-outs.				
	Problem Statements: Demographics 1						
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  <b>Strategy Aims</b> AIM 2 AIM 4 AIM 6 AIM 7  6) Recognize and celebrate perfect attendance per class and grade level.	2.6	Teachers Leadership Team	Increase daily attendance and promote attendance schoolwide				
	Problem Statements: Demographics 1 Funding Sources: 199 - Local Funds - 800.00						
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> The 2017-18 attendance rate for Harold Cade Middle School was 95.1 which was lower than the disitric goal of 96%. <b>Root Cause 1:</b> The exisiting attendance structures are more reactive in nature in response to students' attendance patterns.

## Campus Funding Summary

<b>199 - Local Funds</b>					
<b>Annual Goal</b>	<b>Quarterly Goal</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1	substitute funds and materials for hosting instructional rounds		\$2,400.00
3	1	2	student agendas		\$3,000.00
4	1	4			\$1,800.00
5	1	1			\$1,000.00
5	1	2	incentives		\$1,000.00
5	1	6	class incentives		\$800.00
<b>Sub-Total</b>					\$10,000.00
<b>199 - PIC 24 State Comp Ed</b>					
<b>Annual Goal</b>	<b>Quarterly Goal</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Achieve 3000		\$9,910.00
2	1	2	Dream Box resource and professional development		\$7,000.00
2	1	3	tutoring funds		\$5,500.00
<b>Sub-Total</b>					\$22,410.00
<b>211 - Title I, Part A</b>					
<b>Annual Goal</b>	<b>Quarterly Goal</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	1	3	Student Success Facilitator		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$32,410.00