

Allen Independent School District



Curtis Middle School

2026-2027 Campus Improvement Plan

Mission Statement

Curtis Middle School fosters an inclusive, engaging environment to develop successful, life-long learners.

Vision

Growth for All

Value Statement

We believe every child deserves the highest quality education.

We believe the development of citizenship in all students is essential to a complete education.

We hold ourselves accountable to every child who walks through our door.

We believe the development of leadership throughout the organization is critical to our success.

We are responsible for building upon the sense of community we have inherited.

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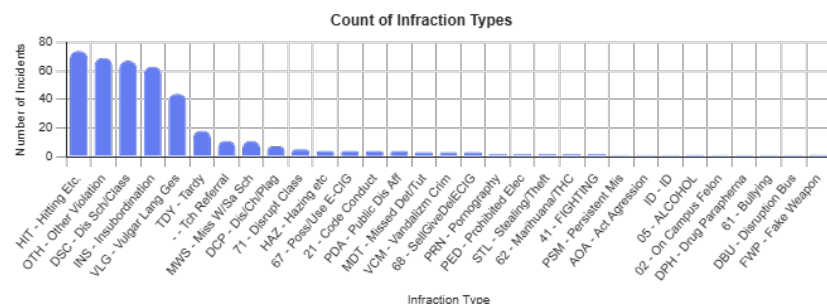


Comprehensive Needs Assessment

Demographics

Summary

Curtis Middle School is located within Allen ISD and serves 7th- and 8th-grade students. The enrollment of total students for 2025-26 is 1322, with slightly more 8th grade students than 7th grade. Enrollment has remained steady for the past 3-4 years but has shown a slight dip since the pandemic in 2020. The 2025-26 enrollment data can be broken down as follows: 46.3% White, 34.2% Asian, 11.6% African American, 15% Hispanic, .8% American Indian or Alaskan Native, and .2% Native Hawaiian/Pacific Islander. 7% of students enrolled claim two or more races. The daily attendance percentage is 95.3%, which is right at the district average. 6 elementary schools feed into Curtis. Curtis currently serves several student groups, which include 19.20% economically disadvantaged students, 10.71% ESL students, 12.98 EB students, 23.69% 504 students, 17.54 Sped students, and 35.08 gifted students. The mobility rate at Curtis has stayed steady at 6.7%. Overall, classroom disruption, insubordination, and physical contact are the most frequently documented behaviors. Most incidents are handled with corrective, school-based consequences rather than exclusionary discipline. As of 4/13/26, there are 49 fewer referrals this year than last year. (413 this year to 462 last year). There are currently 82 teachers on campus and roughly an 18- 1 student-to-teacher ratio.



Strengths

Curtis is doing exceptional work in serving a diverse student population that reflects the broader district community. The school has made meaningful progress in building a positive, inclusive campus culture grounded in equality. It continues to stand out across the state for strong academic performance and effective discipline practices. A wide variety of programs are in place to meet students' individual needs, supporting their overall success. One of the most distinctive initiatives, "Tracks," continues to focus on college and career readiness while also developing life skills and social-emotional growth, helping to close gaps among student groups. Above all, the Curtis staff demonstrates a strong, shared commitment to supporting every student's development and well-being.

Curtis Middle School has many notable demographic strengths that contribute to a positive, inclusive, and supportive learning environment for all students. The campus provides a wide variety of enrichment opportunities designed to meet the needs and interests of its diverse student population, including programs such as Gifted and Talented, Math and Science Club, Robotics, Theater, Hope Squad, PALS, and numerous student-created, student-supported, and student-led interest clubs. The school has also demonstrated a strong commitment to student engagement and success by improving its daily attendance rate by 5% over the past year. Curtis Middle School prioritizes the recruitment and retention of highly qualified and diverse staff members, fostering a positive campus culture built on collaboration, support, and strong relationships. Additionally, the campus invests in the whole-child development of its students through social-emotional learning opportunities, community-building activities, effective communication practices, and the exclusive "Tracks" program, which helps students develop critical skills in goal setting, organization, and time management. Together, these strengths create a thriving educational environment that supports both academic and personal growth.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	There is a continued increase in Sped, 504, and ELL students at Curtis. Teachers feel an increased need for support in providing accommodations, modifications, and clarification.	Increase in the student population of sub pops specified.

 = Priority

Student Learning

Summary

Curtis Middle School demonstrates academic excellence with STAAR scores consistently exceeding state averages, supported by strong grade-level collaboration and engaging, real-world classroom activities. While teachers successfully use small-group instruction and peer grouping to boost achievement, significant gaps remain for SPED, EB, and EcoDis students. Current challenges include a need for more structured cross-curricular and vertical alignment between grade levels and the need for a unified focus on literacy and critical thinking across all subjects. Additionally, while teacher-led goal setting is established, there is a need to empower students to track their own progress. Overall, CMS is high-performing but requires more targeted, proactive support for its most vulnerable learners.

7th Grade Reading:2026 - Approaches - 91%; Meets - 79%; Masters - 60%

7th Grade Math: 2026 - Approaches - 87%; Meets - 76%; Masters - 49%

8th Grade Reading:2026 - Approaches - 96%; Meets - 88%; Masters - 61%

8th Grade Math:2065 - Approaches - 92%; Meets - 66%; Masters - 17%

8th Grade Science: 2026 - Approaches -92%; Meets - 79%; Masters - 56%

8th Grade Social Studies: 2026 - Approaches - 87%; Meets - 65%; Masters - 45%

Algebra I EOC 2026 - Approaches - 100%; Meets - 99%; Masters - 90%

Strengths

Curtis Middle School demonstrates significant strengths in the area of Student Learning, as evidenced by campus-wide STAAR performance that consistently exceeds state averages at the Approaches, Meets, and Masters Grade Level proficiency standards across all assessed subjects. Instruction is intentionally designed to incorporate real-world applications, resulting in high levels of student engagement and meaningful learning experiences. Strong professional collaboration within grade-level and content-area teams promotes a high degree of instructional alignment, consistency, and shared accountability for student success. Additionally, teachers effectively implement high-impact Tier 2 interventions within the classroom setting, utilizing collaborative grouping strategies and peer-to-peer support models to address student needs and improve academic outcomes. These practices reflect a commitment to continuous improvement and a focused effort to ensure all students have access to rigorous, engaging, and supportive learning environments.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students lack ownership of their learning and awareness of their individual growth goals.	Goal-setting processes are primarily teacher-led, without an integrated system for students to regularly engage with their own data or set personal milestones.
2	Consistent mastery of grade-level standards is not yet being achieved by all student subgroups across core content areas.	Teachers require deeper training in differentiation strategies and the subject-specific application of accommodations.

★ = Priority

School Processes & Programs

Summary

Curtis Middle School has established strong systems and processes that support continuous improvement and student success, even while managing the demands of daily campus operations. The campus maintains a clear sense of urgency regarding academic achievement, utilizing data-driven planning, regular progress monitoring, and collaborative problem-solving to keep student outcomes at the forefront of decision-making. A strong support structure is in place for new and developing teachers, with Professional Learning Communities (PLCs) serving as a cornerstone of professional growth. Through regular collaboration, teachers analyze student data, plan instruction, share best practices, and develop targeted interventions, creating a culture of collective responsibility and continuous improvement.

In addition, Curtis provides meaningful professional development opportunities aligned to campus and individual teacher needs, with a focus on instructional practices, classroom management, and student engagement strategies. Leadership on the campus is both strong and effective, encompassing formal leadership roles as well as informal teacher leaders who contribute to a collaborative and supportive professional culture. This balance ensures that multiple perspectives are valued while maintaining consistency, accountability, and a shared vision for student success.

The campus also demonstrates a commitment to maximizing instructional time by implementing systems that minimize unnecessary interruptions and streamline communication, announcements, and transitions. When disruptions occur, they are purposeful and aligned with important campus needs. Technology is intentionally integrated into the learning environment through a variety of tools and resources available to both students and staff, enhancing instruction, increasing engagement, and supporting differentiated learning opportunities.

Curtis Middle School further supports student success through comprehensive counseling services that provide college and career exploration, academic advising, and information regarding military pathways, ensuring students are prepared for future opportunities. Student scheduling practices are thoughtfully designed to address individual needs, including those of students receiving special education services and emerging bilingual students. The campus also provides targeted intervention supports both within and beyond the classroom setting to ensure all students receive the academic assistance necessary to achieve success. Collectively, these systems and structures reflect Curtis Middle School's unwavering commitment to fostering academic excellence, professional growth, and positive outcomes for every student.

Strengths

Curtis Middle School has established comprehensive systems and structures that promote collaboration, instructional effectiveness, and continuous improvement. Professional Learning Communities (PLCs) provide dedicated time for teachers to collaborate, analyze student data, plan instruction, and develop targeted interventions. Structured routines, including goal setting, progress monitoring, and intervention planning, ensure that academic achievement remains a primary focus. The campus also provides strong support for new and developing teachers through mentoring, instructional coaching, ongoing feedback, and collaborative support systems designed to foster professional growth. Leadership is intentionally distributed through both formal and informal structures, creating a culture of shared responsibility, collaboration, and collective ownership of student success. While no master schedule is without challenges, the campus makes a deliberate effort to maximize and protect instructional time through efficient operational systems, clear expectations, and administrative support. Technology is thoughtfully integrated into the learning environment, with clear expectations for device usage and established routines that promote productivity and minimize distractions. In addition, the campus provides a variety of technology resources and support systems to ensure effective implementation by both students and staff. Curtis Middle School utilizes a structured recruitment and selection process to attract and retain high-quality educators who align with campus expectations and the diverse needs of students. The campus also prioritizes safety through established procedures and regular practice of emergency drills, including lockdown, evacuation, secure, shelter-in-place, and severe weather protocols, ensuring students and staff are prepared to respond appropriately in emergencies. Campus improvement planning is driven by the analysis of student performance data, with teachers and administrators collaborating to identify root causes of academic challenges and develop targeted strategies for improvement. Furthermore, the school actively supports college, career, and military readiness through counseling services, guidance lessons, academic planning, and opportunities for students to explore post-secondary pathways, equipping them with the knowledge and skills necessary for future success.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	All staff need guidance and help on balancing technology use with instructional goals.	Ensuring that technology enhances learning and not distracts from it requires intentional planning and purpose.

★ = Priority

Perceptions

Summary

Curtis Middle School fosters a strong culture of communication, engagement, and shared responsibility among students, families, and staff. The campus has clearly defined core beliefs that are consistently communicated throughout the year and serve as a foundation for decision-making and campus culture. To ensure continuous improvement, Curtis regularly gathers feedback from both parents and staff through surveys, using stakeholder input to evaluate campus effectiveness and identify opportunities for growth. The school utilizes multiple communication platforms, including Skyward emails, newsletters, and other outreach methods, to keep families informed and connected to campus events, initiatives, and student success. Administration further strengthens school culture by conducting quarterly grade-level meetings with students to review expectations, address challenges, reinforce positive behaviors, and support student growth. Curtis Middle School provides a safe and welcoming environment where students feel supported, valued, and comfortable engaging in their learning community.

Student involvement and connectedness are promoted through a wide range of opportunities, including numerous elective course offerings and more than 20 student clubs designed to meet diverse interests and encourage meaningful participation. Family engagement is a significant strength of the campus, evidenced by an active PTA and consistently high attendance at student performances, school functions, and community events. Parent orientation programs are held at the beginning of each school year to establish strong partnerships with families, and additional engagement opportunities have been introduced, including Lunch and Learn webinars focused on course selection for families across all grade levels. In addition, school counselors continue to provide personalized graduation planning sessions for students transitioning to high school, ensuring students and families are well-informed about future academic pathways.

Curtis Middle School also cultivates a positive and collaborative professional culture by encouraging teachers and staff to serve in leadership roles and participate in committees that help establish and monitor annual campus goals. Staff contributions are regularly recognized through birthday celebrations, weekly shout-outs, monthly recognition opportunities, and Good Citizenship acknowledgments, reinforcing a culture of appreciation, teamwork, and commitment to excellence. Collectively, these practices contribute to a supportive school environment that values stakeholder engagement, student success, and continuous growth.

Strengths

Curtis Middle School demonstrates numerous strengths that contribute to a positive school culture and strong student outcomes. One of the campus's most significant accomplishments is maintaining high percentages of students meeting proficiency standards on state assessments, reflecting a strong commitment to academic excellence and student achievement. The school also promotes student engagement and connectedness through a wide variety of clubs, organizations, and extracurricular opportunities that help students discover common interests, build relationships, and develop a sense of belonging. To encourage positive behavior and celebrate student success, Curtis has established systems such as Cougar Time and quarterly celebrations that recognize student achievement, growth, and contributions to the school community. The campus is equally committed to supporting staff, particularly new teachers, by providing each novice educator with a mentor and offering new teacher-focused meetings multiple times each semester to ensure ongoing guidance, support, and professional growth. Clear communication and expectations are maintained through beginning-of-year staff training, weekly Monday Messages, and monthly faculty meetings, fostering consistency, collaboration, and alignment across the campus. Additionally, Curtis benefits from an active and supportive PTA that strengthens partnerships between the school and families while enhancing opportunities for student success. Collectively, these strengths contribute to a thriving learning environment where students and staff are empowered to excel.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Inappropriate behaviors in classrooms hamper learning for all students when teachers have to stop instruction to address classroom behaviors.	All teachers are not consistent with procedures in place, or expectations are not clear. Expectations are given BOY but not reminded each quarter.

★ = Priority



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

Curtis Middle School will provide a support system and resources for new to campus teachers.

Evaluation Data Source: Mentor/Mentee Coaching Logs, New Teacher Meeting Agendas, New Teacher feedback

Strategy 1

Curtis Middle School will provide new teachers with a grade/content specific mentor and a protocol to assist both mentor/mentee with a teacher onboarding process.

Strategy's Expected Result/Impact: New staff are provided supports and foundations for being successful as new teachers.

Staff Responsible for Monitoring: Lead mentor, mentors, administrators, instructional coaches

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Curtis Middle School will provide opportunities for new teachers to observe master teachers.

Strategy's Expected Result/Impact: New teachers observe effective teaching practices and implement those in their classrooms to benefit students.

Staff Responsible for Monitoring: Lead mentor, mentors, new teachers, instructional coaches, master teachers

Formative Reviews

No Progress

September

December

March

May

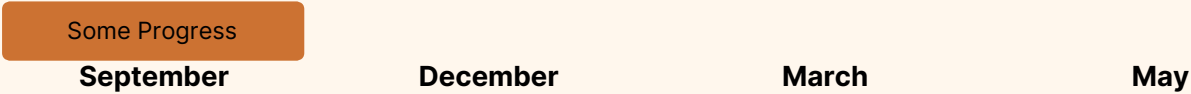
Strategy 3

Curtis Middle School instructional leaders on core content teams will meet weekly during the first quarter with teachers new to their team to review PLC information and check in regularly for the remainder of the year.

Strategy's Expected Result/Impact: New teachers are clear on purpose of PLC, expectations of PLC and are provided one on one time with team leader for feedback and support.

Staff Responsible for Monitoring: Mentors, new teachers, instructional leaders

Formative Reviews



Performance Objective 2

Curtis Middle School will provide interventions to support student behavior.

Evaluation Data Source: Decrease in discipline referrals, Minga data, Professional Development Agendas (De-escalation and Conflict Resolution training)

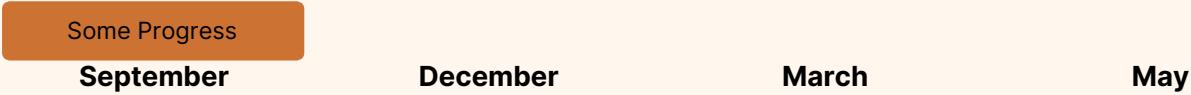
Strategy 1

Curtis Middle School will provide training for de-escalation techniques, conflict resolution and peer to peer interactions for staff and students.

Strategy's Expected Result/Impact: Students will demonstrate increased de-escalation skills, empathy, kindness and respect towards their peers.

Staff Responsible for Monitoring: Administrators, Teachers

Formative Reviews



Strategy 2

Curtis Middle School will purchase Minga for implementation across the campus.

Strategy's Expected Result/Impact: The implementation of Minga at Curtis Middle School is expected to strengthen campus culture, increase student engagement, and improve overall school climate by providing a consistent and efficient platform for student incentives, communication, and accountability.

Staff Responsible for Monitoring: all Curtis staff

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Accomplished



Accomplished



Accomplished

September

December

March

May

Strategy 3

Curtis Middle School will establish a classroom management cohort to evaluate discipline data and establish a plan of action for 27-28 students.

Strategy's Expected Result/Impact: The implementation of a Classroom Management Cohort at Curtis Middle School is expected to create greater consistency in behavior expectations and intervention strategies across all classrooms.

Staff Responsible for Monitoring: Admin, Management Cohort

Formative Reviews

No Progress

September

December

March

May

Strategy 4

Curtis Middle School will provide clear campus expectations for all teachers to follow and enforce regarding student behaviors, including consistently implementing the Cougar Paw system across all classrooms, and communicate that plan throughout the year.

Strategy's Expected Result/Impact: Establishing and consistently communicating clear campus-wide expectations for student behavior, including the faithful implementation of the Cougar Paw system in all classrooms, is expected to promote a more positive, predictable, and equitable learning environment across Curtis Middle School.

Staff Responsible for Monitoring: Admin, Management Cohort, Operational Leaders

Formative Reviews

Moderate Progress

September

December

March

May

Performance Objective 3

Curtis Middle School will have two way communication between all staff and leadership team members.

Evaluation Data Source: CIT meeting minutes, Team Meeting agendas

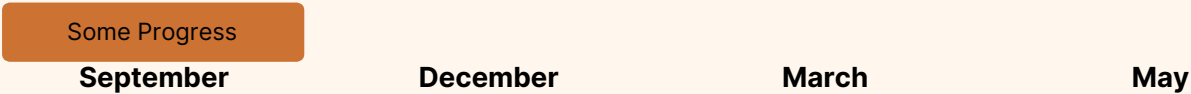
Strategy 1

Curtis Middle School CIT members will provide minutes from CIT meetings to share campus progress to their team/dept after each meeting.

Strategy's Expected Result/Impact: Increased campus awareness of supports and expectations for students

Staff Responsible for Monitoring: CIT members

Formative Reviews



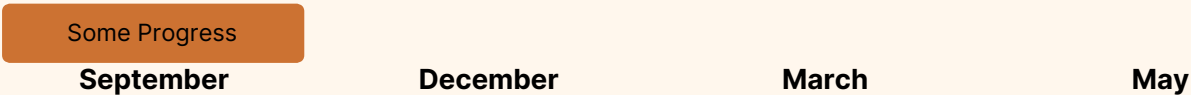
Strategy 2

Curtis Middle School department heads and instructional leads will provide their team/ department with updates within one week after the conclusion of their monthly meeting with administration.

Strategy's Expected Result/Impact: Increased campus awareness of supports and expectations for students

Staff Responsible for Monitoring: Department Heads and Instructional Leads

Formative Reviews



Performance Objective 4

Curtis Middle School will support all staff through the renovation process with a focus on stress relief and mental health support.

Evaluation Data Source: Staff survey, Indigo Coaching sign-up sheets

Strategy 1

Curtis Middle School will partner with Indigo Coaching to build confident, connected teams.

Strategy's Expected Result/Impact: to strengthen collaboration, trust, and collective efficacy among staff at Curtis Middle School

Staff Responsible for Monitoring: Admin

Formative Reviews



Strategy 2

Curtis Middle School will partner with Indigo Coaching to provide individual coaching sessions.

Strategy's Expected Result/Impact: to strengthen teacher effectiveness, instructional practice, and professional growth at Curtis Middle School

Staff Responsible for Monitoring: Admin

Formative Reviews

No Progress

Goal 2

Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1

Curtis Middle School will support student learning and growth by providing programs and resources to grow all students in ownership of their learning.

Evaluation Data Source: Student Goal Setting tracking forms, MAP data

Strategy 1

Curtis Middle School will provide training to teachers on how to guide students through MAP goal setting before the BOY MAP.

Strategy's Expected Result/Impact: Improved student engagement and academic outcomes

Staff Responsible for Monitoring: Teachers, Learning Support Specialist

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Curtis Middle School teachers will guide students through a goal setting process using their MAP data.

Strategy's Expected Result/Impact: Increased student and teacher engagement with MAP data, increased student growth

Staff Responsible for Monitoring: Teachers, Learning Support Specialist

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Curtis Middle School will provide students opportunities to set academic goals and reflect after beginning, middle, and end of the year MAP testing.

Strategy's Expected Result/Impact: increase student ownership of learning and promote a growth mindset.

Staff Responsible for Monitoring: Teachers, admin

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Curtis Middle School will ensure that students communicate their quarterly SMART goals to parents.

Strategy's Expected Result/Impact: strengthen the partnership between home and school while increasing student ownership of academic and behavioral growth

Staff Responsible for Monitoring: teachers

Formative Reviews

No Progress

September

December

March

May

Strategy 5

Curtis Middle School will provide industry-based learning experiences for students to foster future-ready skills and promote career readiness.

Strategy's Expected Result/Impact: Increase experiences for students regarding future ready skills

Staff Responsible for Monitoring: CTE teachers, admin

Funding Sources: CTE: State Special Allotment,

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2

Curtis Middle School will improve overall performance on STAAR, TELPAS, and other standardized assessments for all student groups, including high-performing students, by enhancing instructional rigor, language development, and student engagement.

Evaluation Data Source: MAP, STAAR, TELPAS data

Strategy 1

Curtis Middle School will support student learning and growth by providing programs and resources to increase student growth.

Strategy's Expected Result/Impact: Improved language proficiency, critical thinking, and content mastery across all performance levels and student groups.

Staff Responsible for Monitoring: Teachers, Learning Support Specialist, Administrators

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Curtis Middle School will provide support for Emergent Bilingual students to promote English language acquisition and academic achievement.

Strategy's Expected Result/Impact: Increased language acquisition and increased levels on TELPAS

Staff Responsible for Monitoring: EL Facilitators, Counselors

Funding Sources: Bilingual/ESL: State Special Allotment, \$350, Read 180 Flex Licenses Title III, Part A- ELA, \$735

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Curtis Middle School will provide enrichment opportunities for gifted learners that promote critical and creative thinking.

Strategy's Expected Result/Impact: Increase student performance at masters level on assessments

Staff Responsible for Monitoring: GT Teachers, Learning Support Specialist

Funding Sources: GT Allotment, \$384,765

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Curtis Middle School teachers will conduct learning walks twice a year to share ideas and reflect on the implementation of engagement in classrooms.

Strategy's Expected Result/Impact: Alignment of best practices across all classrooms

Staff Responsible for Monitoring: Teachers, Learning Support Specialist, Administrators

Formative Reviews

No Progress

September

December

March

May

Strategy 5

Curtis Middle School will establish vertical teams that will discuss the alignment of the curriculum in quarterly meetings.

Strategy's Expected Result/Impact: strengthen instructional coherence and ensure continuity of learning across grade levels

Staff Responsible for Monitoring: admin, IC, department leads, & ILT members

Formative Reviews

Some Progress

September

December

March

May

Strategy 6

Curtis Middle School will provide MAP training for all teachers to use MAP data to support student growth.

Strategy's Expected Result/Impact: strengthen the effective use of assessment data to support student growth and instructional decision-making

Staff Responsible for Monitoring: CIS, IC, Admin

Formative Reviews

Some Progress

September

December

March

May

Strategy 7

Curtis Middle School PLC teams will develop a system to get instructional materials differentiated for each unit.

Strategy's Expected Result/Impact: enhance the effectiveness of instruction and better meet the diverse needs of all students at Curtis Middle School

Staff Responsible for Monitoring: Department Leads, IC

Formative Reviews



Strategy 8

Curtis Middle School will create resources for parents to put on our website to support EB students.

Strategy's Expected Result/Impact: to strengthen family engagement and enhance student academic success by providing accessible, culturally responsive, and practical tools for language development

Staff Responsible for Monitoring: EL Facilitators, IC, & admin

Formative Reviews



Performance Objective 3

Curtis Middle School will support student learning and growth by providing programs and resources to support technology integration into lessons.

Evaluation Data Source: District Staff and Student Technology survey, Walkthroughs, Observations, PLC agendas

Strategy 1

Curtis Middle School will create a list of technology tools available to use in classrooms for all teachers.

Strategy's Expected Result/Impact: to improve instructional planning, increase consistency in technology integration, and enhance overall student engagement across Curtis Middle School

Staff Responsible for Monitoring: LMS, IC, campus tech, ILT leaders

Formative Reviews



Strategy 2

Curtis Middle School will provide ongoing training for teachers on GoGuardian use.

Strategy's Expected Result/Impact: Teachers consistently use GoGuardian to set scenes for students to stay on sites for learning.

Staff Responsible for Monitoring: LMS, IC, teacher leaders

Formative Reviews



Strategy 3

Curtis Middle School will implement screen free days built into each week to balance technology and engagement based on vertical team planning.

Strategy's Expected Result/Impact: to promote a balanced approach to instructional technology use while increasing student engagement through varied learning experiences

Staff Responsible for Monitoring: PLC, all teachers

Formative Reviews



Goal 3

Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1

Curtis Middle School will improve academic outcomes for Special Education, Emerging Bilingual, and Economically Disadvantaged students by increasing Tier 1 instructional effectiveness.

Evaluation Data Source: Walkthroughs, Observations, MAP, STAAR, TELPAS data

Strategy 1

Curtis Middle School will provide targeted professional development for teachers on strategies to differentiate within Tier 1 instruction for SPED, EB, and Eco Dis students.

Strategy's Expected Result/Impact: Increased student engagement and mastery-level performance in core content.

Staff Responsible for Monitoring: All staff

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Curtis Middle School will provide learning experiences and services for special education students to support individual learning needs.

Strategy's Expected Result/Impact: Student growth in math and reading

Staff Responsible for Monitoring: Teachers, Learning Support Specialist, Administrators

Funding Sources: Special Education: State Special Allotment, \$1,098,020

Formative Reviews

Some Progress

September

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May

Strategy 3

Curtis Middle School will provide supplemental learning experiences and services for identified

at-risk students promoting academic achievement progressing towards high school graduation.

Strategy's Expected Result/Impact: Increase in attendance, performance and growth

Staff Responsible for Monitoring: All staff

Funding Sources: Comp Ed: State Special Allotment, \$500

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Curtis Middle School will provide training for teachers on how to implement accommodations in the classroom and how to modify classroom content.

Strategy's Expected Result/Impact: to strengthen instructional effectiveness and ensure greater access to grade-level curriculum for all students

Staff Responsible for Monitoring: SPED admin, CMS admin, CMS diags

Formative Reviews

Some Progress

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Strategy 5

Curtis Middle School will provide training for teachers on Elevation resources to support our EB population.

Strategy's Expected Result/Impact: to strengthen instructional effectiveness and improve language acquisition outcomes across Curtis Middle School

Staff Responsible for Monitoring: EL facilitators

Formative Reviews

Some Progress

September

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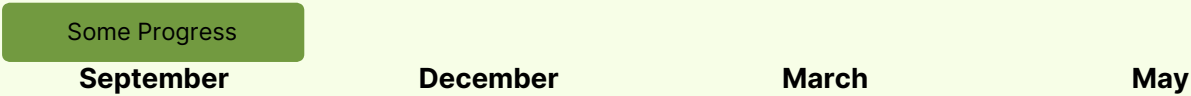
Strategy 6

Curtis Middle School will provide training for data tracking, specifically for PMFs to provide accurate data at ARD meetings.

Strategy's Expected Result/Impact: to improve the accuracy, consistency, and usefulness of student data shared during ARD meetings

Staff Responsible for Monitoring: SPED staff, CMS diags, AISD SPED admin

Formative Reviews



Performance Objective 2

Curtis Middle School will close achievement gaps for Economically Disadvantaged students, not currently monitored through special services.

Evaluation Data Source: MAP, STAAR, TELPAS data

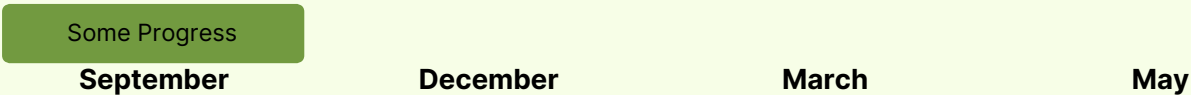
Strategy 1

Curtis Middle School will provide access to school supplies, technology support, and online learning resources for Eco Dis students.

Strategy's Expected Result/Impact: Reduced external barriers to academic performance.

Staff Responsible for Monitoring: Counselors, Library Media Specialist, Teachers

Formative Reviews



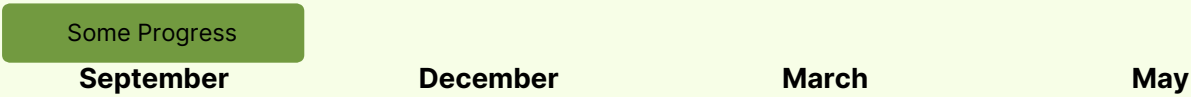
Strategy 2

Curtis Middle School Tracks teachers will monitor Eco Dis students to review grades, support students' goal setting in order to support growth for all students.

Strategy's Expected Result/Impact: Stronger student-teacher connections, improved attendance and academic outcomes.

Staff Responsible for Monitoring: Counselors, Learning Support Specialist, Teachers, Administrators

Formative Reviews





Funding Summary

Funding Summary

Bilingual/ESL: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2		--	\$350.00
Sub-Total					\$350.00
Budgeted Fund Source Amount					\$350.00
+/- Difference					\$0.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3		--	\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$0.00

CTE: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$332,923.00
+/- Difference					\$332,923.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		--	\$1,098,020.00
Sub-Total					\$1,098,020.00
Budgeted Fund Source Amount					\$1,098,020.00
+/- Difference					\$0.00

Title III, Part A- ELA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Read 180 Flex Licenses	--	\$735.00
Sub-Total					\$735.00
Budgeted Fund Source Amount					\$735.00
+/- Difference					\$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3		--	\$384,765.00
Sub-Total					\$384,765.00
Budgeted Fund Source Amount					\$384,765.00
+/- Difference					\$0.00