

Center Independent School District
Center Middle School
2018-2019 Campus Improvement Plan



Mission Statement

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a result, the mission of Center ISD is to challenge each student to reach his or her intellectual, creative, and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values.

Vision

Preparing Students for Their Future

Value Statement

WE BELIEVE that with the proper instruction and support, all students will meet or exceed learning expectations.

WE BELIEVE adult learning is a lifelong commitment essential to student success.

WE BELIEVE diversity should be respected, appreciated, and valued in order to strengthen learning for all.

WE BELIEVE everyone is accountable and responsible for the success of every student.

WE BELIEVE active leadership is essential and everyone's responsibility

WE BELIEVE meaningful change will be necessary to ensure all students succeed.

WE BELIEVE all parts of a system must work together for our vision to become a reality.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Needs

- High mobility rate - process to assist students that move in.
- Attendance - more effective ways to address attendance and truancy.
- Assistance for ELL and at risk populations.

Demographics Strengths

Strengths

- Overall Attendance
- Teacher/Student ratio is good as far as numbers and gender.

Student Achievement

Student Achievement Summary

Student Achievement

Needs

- Creating and improvement of Campus RTI process.
- Emphasis on more students achieving Mastery level.
- Lack of achievement in Special Education.

Student Achievement Strengths

Strengths

- Student Growth Measure
- Advanced Math to Algebra pass/completion rate

School Culture and Climate

School Culture and Climate Summary

Needs

- Discipline - Lack of communication from office to teacher regarding student discipline. Feedback on student consequences.
- Morale - Staff and student morale is low do to physical condition of campus. If new campus is not an option can improvements be made to make overall appearance of campus more appealing.
- Safety - CMS has safety issues as a campus because of its open areas and access to buildings from outside community.

School Culture and Climate Strengths

Strengths

- Community feel that it is a safe school.
- Overall school Climate is a good.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Needs

- Lack of support system for new teachers.
- Recruiting of teachers that mirror the ethnic makeup of our campus.
- Professional development throughout the year. PD that is relevant and meaningful to subject area and provided more often.
- Low retention rate.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- Addition of quality staff in needed subject areas
- Small Class Sizes
- Have a high pass rate. Low retention rate.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Needs

- Cross Curricular Focus - Writing/Social Studies Math/Science
- BOY, MOY, EOY in core subject areas
- Built in time for PLC/Instructional Planning

Curriculum, Instruction, and Assessment Strengths

Strengths

- Alignment/Rigor of Campus Based Assessments with STAAR
- Cross Curriculum Tutorial implementation/assistance

Parent and Community Engagement

Parent and Community Engagement Summary

Needs

- Lack of communication with parents as a staff.
- More than just one Meet the Teacher or Open House.
- Instruction for teachers on how to Contact parents.

Parent and Community Engagement Strengths

Strengths

- Communicating information to parents and community
- Parent volunteers with clubs and organizations

School Context and Organization

School Context and Organization Summary

Needs

- Adjustment in tutorial time to be more focussed on individual students with needs instead of including the entire campus.
- Consistency of enforcement of campus goals, policies, and rules across the entire campus.
- More advertisement of campus instructional focus.

School Context and Organization Strengths

Strengths

- Built in Tutorial time
- Extra-Curricular Activities - Student involvement
- Counseling
- Physical Environment has been changed for improvements where possible - basketball and soccer goals, weekly campus clean-up, teacher hall decorations.

Technology

Technology Summary

Needs

- Teacher input into programs that are implemented.
- Unity of technology. It is too piecemeal on the campus.
- Teacher training throughout the year, not just at the beginning.

Technology Strengths

Strengths

- Availability of technology resources
- Instructional Technologist on campus
- Wifi availability in all campuses
- Every classroom teacher has a new desktop

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

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,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Goals







Goal 1: Center Middle School will emphasize, sustain, and improve upon systemic instructional initiatives in literacy.







Performance Objective 1: By the end of the year, students in grades 6-8 will show at least one year's growth in reading as indicated by previous STAAR results, Content Based Assessments, the Developmental Reading Assessment (DRA), MAP assessments, and DMAC Data.









Evaluation Data Source(s) 1: Improved student performance as evidenced in local assessments and STAAR assessments.
DRA running records, MAP assessments

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>Critical Success Factors CSF 2</p> <p>1) Region VII will provide teachers periodic training on the continued use of the DMAC data to inform the instructional decisions made to meet the individual needs of students.</p>		Campus Administration Instructional Coach	DMAC Data Assessment Data RTI Data Student Data Folders				
<p>Targeted Support Strategy</p> <p>2) The Instructional Coach, Reading Specialist, and Campus Administrators will monitor assessment data from a variety of sources to narrow achievement gaps between identified student populations.</p>		Campus Administrators Instructional Coach Teachers SpEd Staff Counselor Director of Special Education Reading Specialist	DMAC LEAD4Ward State Assessment Unit Assessment Data Meeting Agendas and notes				

<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) CMS ELAR teachers will meet with the Academic Coordinator to plan learning experiences that align with the written and tested curriculum. Student data will be reviewed weekly and instruction as well as interventions will be adjusted accordingly.</p>		Principal Academic Coordinator Teachers	Meeting agendas and sign-in sheets. Lesson plans will reflect a variety of learning opportunities that address student needs. Local Assessment Data Data Review Sheets				
<p>TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Reading growth will be measured by MAP assessments (BOY, MOY, EOY), Edgenuity Reading Assessment, STAAR Progress Measure and DRA: Students will be tested in their ELA classes and data gained from the assessments will be used to place students into tutorial/intervention groups. Students not successful on the previous year's STAAR exam will be receive Accelerated Instruction through intervention pullouts based off of weekly data assessments or through Resource or ESL class if applicable.</p>		Principal Academic Coordinators Instructional Staff ESL coordinator Director of Special Education Reading Specialist	MAP Assessments Edgenuity Reading Assessment DRA				
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Reading Data will be monitored and instruction will be adjusted by staff weekly. ELAR teachers will used data from initial reading assessment (MAP) and weekly formative assessment to guide classroom instruction. Small groups will be formed based on individual ability levels in every classroom. Students will also be required to monitor their own data.</p>		Principal Academic Coordinator Instructional Staff ESL coordinator Director of Special Education Reading Specialist Students	Lesson plans Walkthroughs PLCs Data Review Sheets				

<p>TEA Priorities Build a foundation of reading and math</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Reading will be an integral part of every lesson in every content area. In every assignment/lesson/activity teachers will develop ways to incorporate reading. Science/Social Studies teachers will be required to assign for students to read and analyze 2 informational texts weekly.</p> <p>JCSpell reading strategies will be implemented at the appropriate grade level or as needed to close reading gaps.</p>		Principal Academic Coordinator Instructional Staff ESL coordinator Director of Special Education Reading Specialist	Lesson plans Walkthroughs PLCs Gradebooks				
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>7) Reading Data meetings will be conducted through PLC meetings which will be held weekly. Teachers will show reading data from the previous week. Progress will be discussed and an action plan and tutorial groups for the next week will be developed and adjusted.</p>		Principal Academic Coordinator Instructional Staff ESL coordinator Director of Special Education Reading Specialist RTI teacher	Lesson plans Walkthroughs PLCs Data Review Sheets				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) Reading vertical alignment meetings will be held between campuses every 9 weeks to maintain systemic instructional initiatives. Meeting dates/times/locations TBD</p>		Principal Academic Coordinator Instructional Staff ESL coordinator Director of Special Ed District Director of Instruction	Meeting agendas and sign-in sheets				

<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>9) CMS will continue to provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to:</p> <p>Read180 System 44</p>		Principal Instructional Technologist Special Education Director	Improved reading scores Walkthroughs DMAC reports Progress reports Data Review Sheets				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>10) CMS will implement a Response To Intervention plan that is implemented with fidelity.</p>		Principal Instructional Coach ELAR Instructional Staff Reading Specialist	Improved local and state reading scores Increases in individual students' reading levels, comprehension, and fluency				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							







Goal 1: Center Middle School will emphasize, sustain, and improve upon systemic instructional initiatives in literacy.





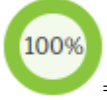



Performance Objective 2: In grades 6-8, students' writing samples will show improvement as indicated on appropriate STAAR Writing Rubric in grades 6 and 8 and STAAR Writing compositions in grade 7.

Evaluation Data Source(s) 2: STAAR Scores
Local Assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) CMS will continue to provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to: Writing Workshop Ruth Culham Johnny Can Spell ILA Conference</p>		Principal Academic Coordinator Instructional Technologist Special Education Director	Improved writing samples Walkthroughs DMAC reports Progress reports				
<p>TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Combine reading and writing classes in 6th and 7th grade and adding to ELAR class time in an effort to increase time on task in these subject areas.</p>		Administrators Writing teachers	Improved writing samples Local assessment data Improved writing scores				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) School-wide writing assessments will be conducted every 9 weeks.</p>		Principals Academic Coordinator Writing teachers	Overall awareness of the importance of writing. Overall performance on Local and State exams will improve.				

<p>TEA Priorities Build a foundation of reading and math</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Writing samples will be monitored every 9 weeks using the STAAR writing rubrics or rubrics provided in IFD/Ruth Culham depending on genre. At least (1) published writing pieces per Nine Weeks in ELAR classes.</p> <p>Minimum of 3 Writing pieces will be scored/graded using the STAAR Writing Rubric by 2 scorers.</p>		Principals Academic Coordinator ELAR teachers	Improvement/growth in individual writing samples				
<p>TEA Priorities Build a foundation of reading and math</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Writing will be an integral part of every lesson in every content area. In every assignment, lesson, and/or activity, teachers will incorporate writing. Examples include, but are not limited to: Exit tickets, journals, reflective writing, quick writes, reader(literature) responses, blogging.</p> <p>Writing Samples from every core subject will be turned in every 9 weeks.</p>		Principals Academic Coordinators Core teachers	Improved Student Writing Samples Community buy in for literacy improvement				
<p>TEA Priorities Build a foundation of reading and math</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Writing will be monitored and feedback given to the students weekly.</p> <p>Student/teacher individual conferences. (Writing/ELAR Teachers)</p>		Principals Academic Coordinator ELAR teachers	Better understanding by student and teacher of individual student writing capacity. Student growth				

<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>7) Writing Data meetings will be conducted through the PLC meetings that will be conducted every week. Teachers will show writing data from previous week. Progress will be discussed and an action plan for the next week will be made.</p>		Principals Academic Coordinator ELAR teachers					
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>8) Writing vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives. Meeting dates/times/locations TBD Campus vertical alignment meetings will be held every six weeks.</p>		Principals Academic Coordinator District Instructional leaders					
<div style="display: flex; align-items: center; justify-content: space-around;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

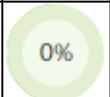

Goal 1: Center Middle School will emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

Performance Objective 3: In grades 6-8, the achievement gap among student groups will close to within 10% as indicated by local unit assessment data, STAAR exams.

Evaluation Data Source(s) 3: Unit assessment data, STAAR exams.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Academic achievement will be monitored weekly with unit assessments in DMAC.</p>		Principal Director of Special Education ESL Coordinator Instructional Staff	Assessments Walkthroughs DMAC data Edgenuity reports				
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Data meetings will be conducted through PLC meetings that will be conducted weekly. Teachers will show data from previous 2 weeks. Progress will be discussed and an action plan for the next 2 weeks will be made. Data can be from formal and informal assessments given in the classroom.</p>		Principal Director of Special Education ESL Coordinator Instructional Staff Instructional Coach	Assessments Walkthroughs DMAC data Edgenuity reports				
<p>TEA Priorities Build a foundation of reading and math 3) As soon as students are identified in need of intervention by the RTI teacher, small group instruction during classes/tutorial period will be provided. Students in need of intervention are identified in every classroom and lists are shared with RTI instructor and Reading Specialist to begin the next phase of the intervention process.</p>		Principal Director of Special Education ESL Coordinator Instructional Staff Instructional Coach Reading Specialist RTI instructor	Walkthroughs PLCs				

<p>4) Math, Social Studies, and Science vertical alignment meetings will be held between campuses every 6 weeks to maintain systemic instructional initiatives. Meeting dates/times/locations TBD Students not successful on the previous year's STAAR exam will be placed in Math Academy or serviced in Resource class or ESL class if applicable</p>		<p>Principal Director of Special Education ESL Coordinator Instructional Staff Instructional Coach</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: Center Middle School will establish a learning environment that promotes the physical, mental, and emotional well-being of all staff and students.

Performance Objective 1: CMS will design, support, and encourage extracurricular programs that instill competitive values and teamwork among all student groups

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective




Goal 2: Center Middle School will establish a learning environment that promotes the physical, mental, and emotional well-being of all staff and students.

Performance Objective 2: CMS will develop and implement a Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students to help pregnant students adjust academically, mentally, and physically and stay in school.

Evaluation Data Source(s) 2: PEIMS data such as Student Attendance
PRS Program Student Files

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student attendance and success for advancement to the next grade level and ultimately graduation.				
2) Individual counseling, peer counseling/support group, and self-help programs	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student attendance and success for advancement to the next grade level and ultimately graduation.				
3) Transportation for children of students to/from the campus or childcare center	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student attendance and success for advancement to the next grade level and ultimately graduation.				

4) Transportation for students to/from home, campus, (if student meets CISD transportation guidelines)	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student attendance and succes for advancement to the next grade level and ultimately graduation.				
5) Instruction related to child development, parenting, and home and family livin		Director of Special Services Campus counselors School nurse CEHI Instructor	Student attendance and succes for advancement to the next grade level and ultimately graduation.				
6) Assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health and nutrition programs	2.6	Director of Special Services Campus counselors School nurse CEHI Instructor	Student attendance and succes for advancement to the next grade level and ultimately graduation.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: Center Middle School will work with all stakeholders to promote community and parent involvement.

Performance Objective 1: CMS will host 2 parent nights in addition to the annual Meet the Teacher open house at the beginning of the school year.

Evaluation Data Source(s) 1: Calendar

Sign in Sheets

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Jake Henson	Principal
Administrator	Felicia Cloudy	Assistant Principal
Parent	Latrisa Barkins	Parent
Classroom Teacher	Kearsten Clark	6th Social Studies
Classroom Teacher	Michelle Cocklin	6th Math
Classroom Teacher	Lynette Cortinas	7th ELAR
Classroom Teacher	Katherine Massey	6th ELAR
Classroom Teacher	Joan Nease	8th Social Studies
Classroom Teacher	Kim Umbrell	SpEd Math
Classroom Teacher	Jennifer Armstrong	8th Social Studies
Classroom Teacher	Karen Owens	7th ELAR