

Corsicana Independent School District

2018-2019 Collins Intermediate Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics

Comprehensive Needs Assessment

Needs Assessment Overview

During the 2017-2018 school Year, the following data was reported. 61% of our current 5th graders passed the 4th grade STAAR reading assessment. Overall, 63% Hispanic, 78% white, 36% African American, ESL 49% and 24% special education passed or approached grade level on the 2017 4th grade STAAR reading assessment. 68% of our current 5th graders passed the 4th grade STAAR math assessment. Overall, 71% Hispanic, 79% white, 45% AA, 62% ESL, 65% economically disadvantaged and 18% special education passed or approached grade level on the 2017 4th grade STAAR math assessment.

During the 2017-18 school Year, the following data was reported. 71% of our current 6th graders passed the 5th grade STAAR reading assessment. Overall, 57% AA, 70% Hispanic, 83% white, 65% ECD, 53% ESL, and 41% special education passed or approached grade level on the 2018 5th grade STAAR reading assessment. 91% of our current 6th graders passed the 5th grade STAAR math assessment. Overall, 74% AA, 89% Hispanic, 92% White, 83% ECD, 62% special education, 86% ESL passed or approached grade level on the 2018 5th grade STAAR math assessment.

Identify the Pacific Islander and two plus races in our data room. Make sure the teachers are aware of the students in these groups and adjust the instruction accordingly.

Demographics

Demographics Summary

For the 2018-2019 school year there are 950 5th and 6th graders. This makes the total enrollment 950 students, an increase of 45 students. The current demographics for CIS is: Hispanic 52.4%, AA 16.5%, White 23.7%, Pacific Islander 3.1%, two or more races 3.7%.

Demographics Strengths

The demographics summary shows that Collins Intermediate has a very diverse population of students. The Hispanic population continues to increase as well as the LEP population. English Language Learners are currently supported by a specialized interventionist, and ESL certified staff. .

Attendance rates have remained relatively consistent. The front office staff make contact each day when students are absent. Letters are sent home when students reach critical levels of absences and conferences are held with students and parents to work on plans to ensure students are in attendance each day. While the main office makes every attempt to contact parents when students are absent, having up to date contact information is sometimes an issue.

Student Achievement

Student Achievement Summary

During the 2017-2018 school Year, the following data was reported. 61% of our current 5th graders passed the 4th grade STAAR reading assessment. Overall, 63% Hispanic, 78% white, 36% African American, ESL 49% and 24% special education passed or approached grade level on the 2017 4th grade STAAR reading assessment. 68% of our current 5th graders passed the 4th grade STAAR math assessment. Overall, 71% Hispanic, 79% white, 45% AA, 62% ESL, 65% economically disadvantaged and 18% special education passed or approached grade level on the 2017 4th grade STAAR math assessment.

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Student Achievement Strengths

Over the last 2 years, the district has initiated a change in the way it does RtI. Students are identified using a series of screeners in both reading and math. Students are placed into small groups called “Tiger Time” to focus on specific skills students need help with. All students are tested 3 times a year to provide growth points for each student.

In addition to RtI data, Collins Intermediate uses common assessment data to add additional data points for students. After each common assessment, teachers discuss the following data: student responses, quintiles, demographic data, item analysis, and SE Tutorials. These 5 reports along with the student test, are then analyzed by the content team to look for strengths and weaknesses in student learning. The SE tutorial is then used by teachers to help drive remediation and tutorials with students.

School Culture and Climate

School Culture and Climate Summary

We "Live as One" at Collins Intermediate School. We try to spread a culture of helping each other and doing right by ourself, each other, and our staff. The staff spreads these ideas by principal talks, signs in the building, and constant reminders from our teachers.

Three year discipline rates reveal total number of incidences have decreased, ISS has decreased, OSS has decreased, DAEP has decreased when only 6th grade students were on one campus.

School Culture and Climate Strengths

When looking at the student data from the survey, it is clear that most students like their school, feel like their school wants them to do well and feel safe at school. Students believe that their principals are fair and respectful.

When looking at the teacher data from the survey, most teachers feel like they treat students with respect and that they are valued as educational professionals.

Discipline data taken during the 2017-2018 school year shows a decrease in discipline incidents during the last 3 months of school. In addition, overall referrals for white students and special education students are considerably lower than the previous school year. With regard to special education students, much of this may be attributed to better inclusion support by teachers and paraprofessionals in the classroom.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers and instructional paraprofessionals are highly qualified. The Champions Projects is a mentoring systems in place to support new teachers. Professional development is provided by the district as well as on campus. Needs are identified by classroom visits, teacher and administration feedback. Curriculum & Instruction is utilized on our campus to support teachers all teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

Collins Intermediate will have several opportunities for parent and community engagement. Collins will host a "Meet the Teacher" meeting to start the school year. We also have parent meetings scheduled for the end of each nine week period. We partnered with the City of Corsicana for a Chief for the Day Program. We have two book fairs and we invite parents to visit during these fairs. We have an awards ceremony at the end of the school year.

Technology

Technology Summary

Collins Intermediate School has started the Code to the Future program in the 5th and 6th grade. The program is a cutting edge coding program for students, all students will be involved in the program. The Code to the Future program is being taught in our Science classes. The district has added a cart of laptops to each team to utilize for their students. The district also added one desktop computer to each classroom, bringing our total to three desktops for each classroom. Each classroom has a projector and a new teacher computer.

Technology Strengths

The Code to the Future program is a definite strength that our students can benefit from that most schools do not have. The increase in devices is also a definite strength. We have also received professional development in technology from the code to the future program which has helped our teachers get better with technology.

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

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
- Critical Success Factor(s) data

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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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.
- Section 504 data
- Homeless data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Study of best practices
- Other additional data

Goals


Goal 1: Collins Intermediate will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: The level of rigor of instruction will increase in all content levels to meet the needs of all student population.

Evaluation Data Source(s) 1: Student achievement will improve, by building a more narrow focus for instruction. The use of data to drive instruction will be enhanced as will the daily classroom instruction. This will result in a significant closure of performance gaps.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Teachers will continue to utilize the Fundamental 5 strategies and on the use of data to drive instruction and interventions.</p>	Principal, Assistant Principals, Curriculum and Instruction	Agenda from trainings, walkthrough data, common assessment data, Moby Max and Istation data.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Ensure formative assessment provides a process for immediate reteaching (daily basis) for Tier 1 instruction.</p>	Principal, Assistant Principals, Curriculum and Instruction	Administrators set expectations in PLC meetings, various forms of modeling provided in the classroom, provide resources as needed.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Teachers will plan lessons and activities that align with the level and depth of the TEK.</p>	Principal, Assistant Principals, Curriculum and Instruction	PLC meetings will include a structured format created by campus and district leaders, teachers plan activities together in PLCs, campus and district leaders will attend PLC meetings				
<p>4) All faculty and staff will actively engage in ELPS strategies in all content levels.</p>	Principal, Assistant Principals, Special Programs Instructional Staff	TTess and instructional walkthroughs, assessment data, grades, progress monitoring				

5) CIS will increase the use of station teach and parallel teach inclusion models with special education and general education teachers.	Principal, Assistant Principals, Special Programs Instructional Staff	TTess and instructional walkthroughs, assessment data, grades, progress monitoring				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Collins Intermediate will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 2: All student populations in grades 5-6 will meet or exceed the 65% requirement on STAAR in all content areas.

Evaluation Data Source(s) 2: Campus and district leaders will work closely with teachers to align data disaggregation with state standards to ensure that delivery of content is at the rigor needed for STAAR. All student populations will meet the state standard in all content areas. Isteep, Istation, and Moby Max end of year will show an increased number of students in Tier 1.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Emphasize an environment of teacher collaboration.	Principal, Assistant Principals	Provide a more purposeful PLC via planning document; modeling in the PLC, continuous reinforcement of safety/risk free environment within the PLC, cultivate an environment of positivity through a concerted effort by administrators to reinforce collaboration (ex. positive notes to PLCs, encouraging through conversations, faculty meetings, PLCs, email, TTESS)				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) RTI interventions will continue to be put in place as prescribed by the district RTI guidelines. (Tiger Time)	Principal, Assistant Principal, Curriculum Team, Interventionist	Data from Moby Max, Istation, and Isteep progress monitoring, walkthrough data, RTI meetings. This strategy will decrease students academic gaps.				
						

Goal 1: Collins Intermediate will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 3: Identify and insure that Pacific Islanders and Students with two or more races meet the target indicators on the STAAR test.

Evaluation Data Source(s) 3: Campus and district leaders will work closely with teachers to align data disaggregation with state standards to ensure that delivery of content is at the rigor needed for STAAR. Pacific Islanders and students with two or more races will meet the state standard in all content areas. Isteep, Istation, and Moby Max end of year will show an increased number of students in Tier 1.









Summative Evaluation 3:

Goal 2: Collins Intermediate will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 1: Campus will implement PBIS and staff will begin to researching and discussing the use of restorative discipline methods which reduce the amount of class time lost to student disciplinary consequences.

Evaluation Data Source(s) 1: Reduced number of discipline referrals, student suspensions, and ISS visits; more consistent series of discipline consequences for offenses; more behavioral supports put in place for students.

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Staff will begin PBIS. Staff will continued to be trained and make any changes needed.</p>	Principal, Assistant Principals, Counselors	Minutes and agendas from meetings and trainings, written reflections by teachers, the use of class dojo. Student referrals will decrease.				
<p>2) Classroom and schoolwide discipline plans will be developed and used to reduce class time being lost to disciplinary actions.</p>	Assistant principals, Teachers	Copies of classroom and schoolwide discipline plans, fewer discipline referrals, fewer students removed from class for discipline reasons.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Collins Intermediate will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 2: School safety measures will be strengthened by increasing the variety and number of safety drills and staff training events.

Evaluation Data Source(s) 2: Greater number of safety drills, reduced risk factors, more staff training events.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 3</p> <p>1) School leaders will increase staff awareness of safety issues.</p>	District and campus administration	Agendas from meetings, documentation of safety audits and routine campus safety checks.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 1: Produce a district communications plan to outline audiences and strategies for enhancing communication to internal and external audiences throughout district, community, and state.

Evaluation Data Source(s) 1: Plan presented to community by May 2017.

Summative Evaluation 1:

Goal 3: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 2: VISION 2020: Communications- Build community supports by informing stakeholders of educational advancements, innovations, and opportunities offered by the district.

Evaluation Data Source(s) 2: News stories, website posts, social media clicks, and presentations.

Summative Evaluation 2:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will continue to utilize the Fundamental 5 strategies and on the use of data to drive instruction and interventions.
1	1	2	Ensure formative assessment provides a process for immediate reteaching (daily basis) for Tier 1 instruction.
1	1	3	Teachers will plan lessons and activities that align with the level and depth of the TEK.
1	2	1	Emphasize an environment of teacher collaboration.

2018-2019 CBLT

Committee Role	Name	Position
Classroom Teacher	Cassie Young	5th Grade Teacher
Classroom Teacher	Erica McIntyre	6th Grade Teacher
Paraprofessional	Dana Rhoten	Para
Administrator	Shane Holcomb	Assistant Principal
Administrator	Molly Corrington	Assistant Principal
Administrator	Tiffany Boortz	Assistant Principal
Administrator	Scott Doring	Principal
Parent	Lannette Stewart	Parent
Classroom Teacher	Wayne Braziel	Elective Teacher
Non-classroom Professional	Ericka Smith	School Nurse
Parent	Ellen Sodd	Parent