

# **Corsicana Independent School District**

## **2021-2022 Collins Intermediate Campus Improvement Plan**



# Mission Statement

Corsicana I.S.D. in partnership with parents and the community, will teach a rigorous and relevant curriculum in a safe and nurturing environment, preparing our students to succeed and work in a diverse world and encouraging them to become lifelong learners.

## Vision

Vision 2020

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

For the 2020-2021 school year there are 451 5th graders and 452 6th graders. This makes the total enrollment 903 students. The current demographics for CIS are: Hispanic 52.3%, AA 17.05%, White 23.26%, Pacific Islander 3.3%, two or more races 3.3%, and Asian .66%. Special Education population 10%(90 students), LEP students 34.5%(319 students), ESL students 32%(287 students).

### 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 2019-2020 school year, the following data was reported. All students were showing growth during the school year. Students were not able to take the STAAR test in April and May due to the COVID-19 Pandemic.

## 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. We purchased 1000 t-shirts for our students so that they would all have a shirt and be a part of "Team Collins".

## 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.

# 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. We also have a new teacher support group at the campus, providing meetings and mentors to help. 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.

# Curriculum, Instruction, and Assessment



# 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.

## School Context and Organization

# Technology

## Technology Summary

Collins Intermediate School is in its second year of 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. Each classroom has a projector and a new teacher computer. We purchased clickers to help the teachers stay in the power zone. We have a new ELAR adoption that will further utilize technology. We are going to 1 to 1 technology in the form of laptops for each student starting in November.

## Technology Strengths

The Code to the Future program is a definite strength that our students can benefit from that most schools do not have. 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

## Student Data: Student Groups

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

## Parent/Community Data

- Parent engagement rate

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures 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 Sources:** 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.

## Strategy 1 Details

**Strategy 1:** Teachers will continue to utilize the Fundamental 5 strategies and on the use of data to drive instruction and interventions.

**Strategy's Expected Result/Impact:** Agenda from trainings, walkthrough data, common assessment data, Moby Max and Istation data.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Curriculum and Instruction

**Comprehensive Support Strategy**

## Strategy 2 Details

**Strategy 2:** Ensure formative assessment provides a process for immediate reteaching (daily basis) for Tier 1 instruction.

**Strategy's Expected Result/Impact:** Administrators set expectations in PLC meetings, various forms of modeling provided in the classroom, provide resources as needed.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Curriculum and Instruction

**Comprehensive Support Strategy**

## Strategy 3 Details

**Strategy 3:** Teachers will plan lessons and activities that align with the level and depth of the TEK.

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Curriculum and Instruction

**Comprehensive Support Strategy**

**Strategy 4 Details**

**Strategy 4:** All faculty and staff will actively engage in ELPS strategies in all content levels.

**Strategy's Expected Result/Impact:** TTess and instructional walkthroughs, assessment data, grades, progress monitoring

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Instructional Staff

**Strategy 5 Details**

**Strategy 5:** CIS will increase the use of station teach and parallel teach inclusion models with special education and general education teachers.

**Strategy's Expected Result/Impact:** TTess and instructional walkthroughs, assessment data, grades, progress monitoring

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Special Programs Instructional Staff

**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.

**HB3 Goal**

**Evaluation Data Sources:** 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. MAP Testing end of year will show an increased number of students who have shown considerable growth.

Strategy 1 Details
<p><b>Strategy 1:</b> Emphasize an environment of teacher collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> 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)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Comprehensive Support Strategy</b></p>
Strategy 2 Details
<p><b>Strategy 2:</b> RTI interventions will continue to be put in place as prescribed by the district RTI guidelines. (Tiger Time)</p> <p><b>Strategy's Expected Result/Impact:</b> Data from Moby Max, Istation, and Isteep progress monitoring, walkthrough data, RTI meetings. This strategy will decrease students academic gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Curriculum Team, Interventionist</p>



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

**Performance Objective 3:** Close all learning gaps created by Covid pandemic and increase the percentage of growth to 70% in all sub-populations.

**Evaluation Data Sources:** Campus and district leaders will work closely with teachers to align data with state standards to ensure that delivery of content is at the rigor needed for STAAR. All ethnic groups will meet the state standard in all content areas. MAP Testing end of year will show an increased number of students who have shown considerable growth.

Strategy 1 Details
Strategy 1: Utilize RTI program and use Education Galaxy to close the learning gaps. Work to 100% completion in the Education Galaxy program.

**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 research and discuss the use of restorative discipline methods which reduce the amount of class time lost to student disciplinary consequences.

**Evaluation Data Sources:** 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.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Staff will begin PBIS. Staff will continued to be trained and make any changes needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Minutes and agendas from meetings and trainings, written reflections by teachers, the use of class dojo. Student referrals will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Classroom and schoolwide discipline plans will be developed and used to reduce class time being lost to disciplinary actions.</p> <p><b>Strategy's Expected Result/Impact:</b> Copies of classroom and schoolwide discipline plans, fewer discipline referrals, fewer students removed from class for discipline reasons.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant principals, Teachers</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 Sources:** Greater number of safety drills, reduced risk factors, more staff training events.

Strategy 1 Details
<p><b>Strategy 1:</b> School leaders will increase staff awareness of safety issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas from meetings, documentation of safety audits and routine campus safety checks.</p> <p><b>Staff Responsible for Monitoring:</b> District and campus administration</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 communication plan to outline audiences and strategies for enhancing communication to internal and external audiences throughout district, community, and state.

**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:** Increase community and parent involvement with special programs and events hosted by Collins Intermediate School.

**Evaluation Data Sources:** Voice programs, Book Fairs, Free book giveaways, band concerts, choir concerts, and sports camps.

# Schoolwide and Targeted Assisted Title I Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

After studying the data from last year we decided on two target areas of improvement. First, make sure we have objective driven daily lesson plans with formative assessments. We want to provide the teachers enough structure and support to ensure a quality lesson is being provided to the students. Second, we want to get better at data driven instruction. We recognize that we needed to develop stronger data practices on our campus. Looking deeply at student data and making strong instructional decisions based on the data is what will ultimately lead to improvement on our campus. We will make these two points of emphasis our goal to improve this year. In order to reach this goal we will look closer at lesson plans to ensure their quality. We will also make it a point to have more meaningful data meetings and make sure we use the information from the data meetings to drive instruction.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed with appropriate stakeholders and with the campus leadership team.

### 2.2: Regular monitoring and revision

The Campus Improvement Plan is monitored quarterly and updated.

### 2.3: Available to parents and community in an understandable format and language

The CIP is distributed in the form of an easy to read brochure.

## ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

### 3.1: Develop and distribute Parent and Family Engagement Policy

School Parental Involvement Policy

Collins Intermediate

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## **PART I. GENERAL EXPECTATIONS**

The Collins Intermediate School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

*(A) that parents play an integral role in assisting their child's learning;*

*(B) that parents are encouraged to be actively involved in their child's education at school;*

*(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*



**PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. The **Collins Intermediate School** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

- Site Based Decision Making Meetings
- Title 1 Parent Meeting by the end of October
- Parent Volunteer opportunities
- PTO- Parent Teacher Organization
- Parent-Teacher Conferences

2. The **Collins Intermediate School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Site Based Decision Making Meetings
- Parent Volunteer opportunities
- PTO- Parent Teacher Organization
- Parent-Teacher Conferences

3. The **Collins Intermediate School** will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

- Title 1, Part A Parent Meeting
- Student Programs and Open House

4. The **Collins Intermediate School** will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- State's Expectations posted on School's website for parents.
- Provide information to parents at Parent/Teacher conferences at the end of the first 9 weeks.

5. The **Collins Intermediate School** will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

- Parent Conferences- held any day during the teacher's conference, before, or after school in person or by phone.
- ARD Meetings
- 504 Meetings
- Meet the Teacher Night

6. The **Collins Intermediate School** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

- STAAR Results mailed to parents within one week of notification to the campus.
- All assessments and testing will be communicated to the parents.

7. The **Collins Intermediate School** will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section

200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

- Collins Intermediate's goal is to have all highly qualified teachers.
- Notified by parent letter that will go home with the student in a timely manner.

8. The **Collins Intermediate School** will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators.

9. The **Collins Intermediate School** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

- Science Fair in February.
- Code to the Future Presentations.
- VOICE- Parent Night/Family Involvement
- Hispanic Heritage Night

10. The **Collins Intermediate School** will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Site Based Decision Making Meetings
- Collins Intermediate School Programs and Performances
- PTO- Parent Teacher Organization
- Parent-Teacher Conferences

11. The **Collins Intermediate School** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Site Based Decision Making Meetings
- Collins Intermediate School Programs and Performances
- PTO- Parent Teacher Organization
- Parent-Teacher Conferences

12. The **Collins Intermediate School** will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Parent Letters
- Counselor Newsletters
- Class Dojo
- District Web Page
- Parents Invited to PTO Meetings
- Site Based Decision Making Meetings

### **PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in

school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;
  - arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children’s education;
  - adopting and implementing model approaches to improving parental involvement;
    - establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
    - developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

\* \* \* \* \*

#### **PART IV. ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Collins Intermediate School and Collins Site Based Committee.

This policy was adopted by the **Collins Intermediate School** on **08/15/2018** and will be in effect for the period of 2018-2019 school year. The school will distribute this policy to all parents of participating Title I part A children on or before August 15, 2018.

*(Signature of Authorized Official)*

*(Date)*

### **3.2: Offer flexible number of parent involvement meetings**

August 8th—Meet the Teacher/Schedule Pick-up

October 22nd— Parent/Teacher Conference

October 23rd– 1st 9 Weeks Report Cards go home

October 24th—5th Grade Code to the Future Showcase

October 25th—6th Grade Code to the Future Showcase

November 21st— 5th/6th Grade Choir Concert & CIS Family Literacy Night

January 8th — 2nd 9 Weeks/1st Semester Report Cards go home

January 10th - Code to the Future Showcase

March 18th—3rd 9 Weeks Reports Cards go home

April 7th—STAAR 5th Grade Math

April 8th—STAAR 5th Grade Reading

May 11th—STAAR 6th Grade Math/5th Grade Math Re-test

May 12th— STAAR 6th Grade Reading/5th Grade Reading Re-test

May 13th—STAAR 5th Grade Science

May 24th—Last Day of School/4th 9 Weeks Report Cards go home