

Corsicana Independent School District

2018-2019 Corsicana MS Campus Improvement Plan

Comprehensive Needs Assessment

Needs Assessment Overview

Corsicana Middle School received an overall rating of "Met Standard" (with a scale score of 85) on the 2017-2018 state accountability ratings. CMS also received one Distinction Designation for: Comparative Academic Growth.

Scale scores for each of the three domains:

Domain 1 - 73

Domain 2 - 86

Domain 3 - 81

CMS has two student groups identified as "Additional Targeted": Two or More Races and Pacific Islander.

Demographics

Demographics Summary

Corsicana Middle School's current 2018-2019 enrollment is 832: 415 7th graders and 417 8th graders.

Our campus is currently at 80% economically disadvantaged.

A review of our demographic student data revealed:

Hispanic, Pacific Islander, and Two or More Races sub-pop percentages continue to grow each year.

All ethnic groups will contribute to campus accountability, except Asian and American Indian/Alaskan.

Demographics Strengths

Diversity among campus ethnic groups and teacher relationships with all students contributes to continued student academic growth.

Student Achievement

Student Achievement Summary

Corsicana Middle School received an overall rating of "Met Standard" (with a scale score of 85) on the 2017-2018 state accountability ratings. CMS also received one Distinction Designation for: Comparative Academic Growth.

Scale scores for each of the three domains:

Domain 1 - 73

Domain 2 - 86

Domain 3 - 81

CMS has two student groups identified as "Additional Targeted": Two or More Races and Pacific Islander.

School Culture and Climate

School Culture and Climate Summary

Beginning with the 2018-2019 school year, Corsicana Middle School committed to improving the overall school culture and climate. Our "Catch Me At My Best" motto was implemented among staff and students. This mantra is meant to become a way of life here at CMS; not a theme that only lasts a year. We are asking our teachers and students to look for the best in each other and not be afraid to recognize that. Students and teachers are recognized via announcements, wall display and social media postings.

We have also implemented a "Tiger Pride Advisory" (TPA) class that allows students to choose from a variety of classes that interests them. Community members are encouraged to come and help teach a particular class of their expertise.

CMS also requires each teacher on campus to make at least one PPC (Positive Parent Contact) each week.

Other "Climate Control" implementations: Catch and Release Celebration, Positive Posts on Social Media, Game Day Jersey, GT Student Advisory, New Classes Offered (Outdoor Education, Golf).

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum - TEKS Resource System, Lead4ward, STEM Scopes

Instruction - iLit, Moby Max, iStation, iSteep

Assessment - DMAC reports, common unit assessments/benchmarks, progress monitoring in RtI instruction, TELPAS

Curriculum, Instruction, and Assessment Strengths

Individual student data is routinely reviewed to identify areas of strengths and weaknesses in order to close achievement gaps.

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
- Critical Success Factor(s) 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

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.
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Corsicana Middle School students will meet or exceed all State accountability standards.

Performance Objective 1: CMS teachers and administrators will routinely analyze multiple sources of data to progress monitor student academic achievement and increase effectiveness of overall core instruction.

Evaluation Data Source(s) 1: STAAR - In each grade level in each tested content area, the number of students Approaching Grade Level will increase by 10

STAAR - In each grade level in each tested content area, the number of students Meeting Grade Level will increase by 10

STAAR - In each grade level in each content tested area, the number of students Mastering Grade Level will increase by 10

Formative/Summative Assessment Data:

DMAC - Common-based Unit Assessments (TEKS Resource System)

i-Station (BOY, MOY, EOY)

Moby Max

RtI data

Summative Evaluation 1:

Next Year's Recommendation 1: Teachers will meet/collaborate more during the year to best utilize their strengths and interpret the data more effectively.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) -Use formative assessments to identify learning gaps for re-teaching Tier 1 instruction</p> <p>-Extend learning opportunities for identified students to participate in small groups, tutorials, homework labs, SWAG (Student With A Goal), Tiger Intervention/Advisory</p> <p>-Monitor use of Fundamental Five and ELPS strategies</p> <p>-Provide training for teachers to learn and implement inclusion models along with small group instruction</p>	Teachers	-Teachers increase ability to identify and address instructional gaps through review of universal and diagnostic screeners (RtI).				
	Campus Administration	-Teachers regularly implement Fundamental Five and ELPS strategies in Tier 1 instruction				
	C&I Department					
	Special Programs Department	-Teachers will routinely incorporate station teach and parallel teach inclusion models with special education and general education classrooms with Tier 1 instruction				
	Funding Sources: 211 Title I - 0.00, 199 General - 0.00, 199 comp Ed. - 0.00, 199 ESL - 0.00, 199 Special Ed. - 0.00					

= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 1: Corsicana Middle School students will meet or exceed all State accountability standards.








Performance Objective 2: CMS teachers and administrators will collaborate on planning lessons and activities that align with the rigor and depth of the TEKS and ensure complete Readiness Standards are taught.

Evaluation Data Source(s) 2: Department/Faculty meeting sign-in sheets

- Lesson Plans
- Walk-throughs
- Observations
- We will/I will statements
- TEKS posters

Summative Evaluation 2:

Next Year's Recommendation 2: Find more time to have teachers plan/collaborate more throughout the year (on a regular basis).

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) -Structured format/agenda for department and team planning meetings to ensure there is purposeful talk and a focus on Tier 1 instruction, including data, instructional gaps, increased learning opportunities for students, and ELPS implementation</p> <p>-Hyper monitoring of lesson plans</p> <p>-Ensure We will/I will statements posted in all classrooms</p> <p>-Ensure TEKS posters are posted in core content classrooms</p>	<p>Teachers</p> <p>Campus Administration</p> <p>C&I Department</p> <p>Special Programs Department</p>	<p>-Teachers increase purposeful talk/maintain laser focus during department/team meetings on instruction</p> <p>-Teachers will increase content depth of knowledge</p> <p>-Entire Readiness Standards will be taught in 4 core classes</p> <p>-Expand effective teaching practices campus-wide</p> <p>-Effective classroom management, routines, procedures expanded campus-wide</p>				
<p>Funding Sources: 199 comp Ed. - 0.00, 211 Title I - 0.00, 199 General - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Corsicana Middle School students will meet or exceed all State accountability standards.

Performance Objective 3: CMS teachers and administrators will intentionally use all resources (staff, technology, support systems) to increase academic achievement among identified sub-pops (more students reaching Meets/Masters on STAAR); particularly our Pacific Islander and Two or More Races sub-pop.

Evaluation Data Source(s) 3: iLit (computer-based language acquisition program)

i-Station

Moby Max

ESC12 coaching visits

SpEd Inclusion co-teaching in GenEd classrooms

ELPS implementation

Fundamental Five

RtI Intervention

Summative Evaluation 3:

Next Year's Recommendation 3: Really focus on these sub-pops; particularly Pacific Islanders and Two or More Races. Develop programs and/or activities that are directed at these students and give them more "buy in" to our school and their own learning.








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) -Implement iLit</p> <p>-Ongoing training and modeling for SpEd Inclusion teachers</p> <p>-Provide timely feedback to teachers</p> <p>-Monitor student enrollment data</p>	<p>Teachers</p> <p>Campus Administrators</p> <p>C&I Department</p> <p>Special Programs Department</p>	<p>-Teachers will increase ability to incorporate inclusion strategies into Tier 1 instruction</p> <p>-Teachers will take initiative for personal and professional growth</p> <p>-Increased student achievement in identified sub-pops</p>				
<p>Funding Sources: 199 ESL - 0.00, 211 Title I - 0.00, 199 comp Ed. - 0.00, 199 General - 0.00, 199 Special Ed. - 0.00</p>						
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 2: 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 school and community by May 2018.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Increase parental involvement and knowledge on campus through respondents on parent climate survey.	CMS Administration	Increased parent participation and support.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: 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: Vision2020: Communication - Build community support by informing stakeholders of educational advancements, innovations, and opportunities offered by the district.

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








Summative Evaluation 2:

Goal 3: CISD will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 1: Provide safer and more secure facilities environment.

Evaluation Data Source(s) 1: All district personnel will provide identification at all times while on district property. Keyless entries will be in place. Students will also be required to wear their ID badges while at school.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) 1) Provide a keyless entry system which is technology based.						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: CISD will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 2: CMS will implement a variety of intervention supports to decrease the number of repeat discipline offenders.

Evaluation Data Source(s) 2: PEIMS reports.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Research, train, and implement strategies from Positive Behavior Intervention Support.	CMS Administration	Decrease in discipline referrals of repeat offenders.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	-Use formative assessments to identify learning gaps for re-teaching Tier 1 instruction -Extend learning opportunities for identified students to participate in small groups, tutorials, homework labs, SWAG (Student With A Goal), Tiger Intervention/Advisory -Monitor use of Fundamental Five and ELPS strategies -Provide training for teachers to learn and implement inclusion models along with small group instruction
1	2	1	-Structured format/agenda for department and team planning meetings to ensure there is purposeful talk and a focus on Tier 1 instruction, including data, instructional gaps, increased learning opportunities for students, and ELPS implementation -Hyper monitoring of lesson plans -Ensure We will/I will statements posted in all classrooms -Ensure TEKS posters are posted in core content classrooms
1	3	1	-Implement iLit -Ongoing training and modeling for SpEd Inclusion teachers -Provide timely feedback to teachers -Monitor student enrollment data

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	JP Johnson	Principal
8th grade Counselor	Jima Montfort	Counselor
7th gr Counselor	Margaret Cutrer	Counselor
Administrator	Jason Hervey	Assistant Principal
Administrator	Meagan Pruett	Assistant Principal
Administrator	Robin Corbett	Assistant Principal
Campus Athletic Coordinator	Brandon Owen	Athletic Coordinator
Classroom Teacher	Kelly Hale	Science Department Chair
Classroom Teacher	Jennifer Short	Social Studies Department Chair
Classroom Teacher	Amy Rogers	Electives Department Chair
Classroom Teacher	Kimberly Berry	Math Department Chair
Classroom Teacher	Leigh White	English Department Chair
Classroom Teacher	Kandi Crenshaw	Sped Department Chair
Parent	Denise Nabors	Parent
Parent	April Collins	Parent