

Center Independent School District
Center Middle School
2017-2018 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.

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

Family and Community Involvement

Family and Community Involvement 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.

Family and Community Involvement 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Goals

Goal 1: 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 the Developmental Reading Assessment (DRA).

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
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.	4	Campus Administration Instructional Coach	DMAC Data Assessment Data RTI Data Student Data Folders				
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.	9	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				
3) CMS ELAR teachers will meet with the instructional coach to plan learning experiences that align with the written and tested curriculum.	4	Principal Instructional Coach Teachers	Meeting agendas and sign-in sheets. Lesson plans will reflect a variety of learning opportunities that address student needs. Local Assessment Data				

<p>4) Reading growth will be measured by Edgenuity Reading Assessment and DRA: Students will be tested in their ELA classes and data gained from the assessment will be used to place students into tutorial/intervention groups. Groups will meet daily during a designated tutorial period. All tutorials will have a reading/writing component. Students not successful on the previous year's STAAR exam will be placed in Reading Academy or services in Resource or ESL class if applicable.</p>	2, 8, 9	Principal Instructional Coach Instructional Staff ESL coordinator Director of Special Education Reading Specialist RTI Coordinator	Edgenuity Reading Assessment DRA				
<p>5) Reading Data will monitored and instruction will be adjusted by staff weekly. ELAR teachers will used data from initial reading assessment (DRA) and weekly formative assessment to guide classroom instruction. Small groups will be formed based on individual ability levels in every classroom.</p>	8, 9	Principal Instructional Coach Instructional Staff ESL coordinator Director of Special Education Reading Specialist	Lesson plans Walkthroughs PLCs				
<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. JCSpell reading strategies will be implemented at the appropriate grade level or as needed to close reading gaps.</p>	2, 8, 9	Principal Instructional Coach Instructional Staff ESL coordinator Director of Special Education Reading Specialist	Lesson plans Walkthroughs PLCs				
<p>7) Reading Data meetings will be conducted through PLC meetings which will be held every 2 weeks. Teachers will show reading data from previous 2 weeks. Progress will be discussed and an action plan for the next 2 weeks will be developed.</p>	2, 8, 9	Principal Instructional Coach Instructional Staff ESL coordinator Director of Special Education Reading Specialist RTI teacher	Lesson plans Walkthroughs PLCs				
<p>8) Reading vertical alignment meetings will be held between campuses every six weeks to maintain systemic instructional initiatives. Meeting dates/times/locations TBD</p>	2, 4, 8, 9	Principal Instructional Coach Instructional Staff ESL coordinator Director of Special Ed District Director of Instruction	Meeting agendas and sign-in sheets				

<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>	4	<p>Principal Instructional Coach Instructional Technologist Special Education Director</p>	<p>Improved reading scores Walkthroughs DMAC reports Progress reports</p>				
<p>10) Along with the the Response To Intervention plan, CMS will implement another intervention class titled Reading Essentials. These classes were created to address several needs including, providing teachers more time with students to focus on individual areas of literacy needs.</p>	8, 9	<p>Principal Instructional Coach ELAR Instructional Staff Reading Specialist RTI teacher</p>	<p>Improved local and state reading scores Increases in individual students' reading levels, comprehension, and fluency</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: 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	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) CMS will continue to provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to: Ruth Culham Daily 5 Cafe Johnny Can Spell	4	Principal Instructional Coach Instructional Technologist Special Education Director	Improved writing samples Walkthroughs DMAC reports Progress reports LightSail reports				
2) Remove writing teachers from teaming time so that they can meet with small groups to reinforce skills that they are learning in class. Target groups will be composed of students in at-risk areas.	2, 8, 9	Administrators Writing teachers Improved writing samples	Improved reading skills Focus quizzes Local assessment data				
3) School-wide writing assessments will be conducted every 6 weeks.	2, 8, 9	Principals Instructional Coach Writing teachers	The two lowest performing ethnicity groups passing rate will be above 50%. Overall performance on Local and State exams will improve.				
4) Writing samples will be monitored every 6 weeks using the STAAR writing rubrics. Two (2) published writing pieces per Six Weeks in Writing or ELAR classes. Writing pieces will be scored/graded using the STAAR Writing Rubric.		Principals Instructional Coach Writing teachers	Published Writing samples				
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, reader response.		Principals Instructional Coach Writing teachers	Lesson plans Walkthroughs PLCs				

<p>6) Writing will be monitored and feedback given to the students weekly.</p> <p>Student/teacher individual conferences. (Writing/ELAR Teachers)</p>		<p>Principals Instructional Coach Writing teachers</p>	<p>Lesson plans Walkthroughs PLCs</p>				
<p>7) Writing Data meetings will be conducted through the PLC meetings that will be conducted every 2 weeks. Teachers will show writing data from previous 2 weeks. Progress will be discussed and an action plan for the next 2 weeks will be made.</p>	<p>2, 4, 8, 9</p>	<p>Principals Instructional Coach Writing teachers</p>					
<p>8) Writing vertical alignment meetings will be held between campuses every six weeks to maintain systemic instructional initiatives. Meeting dates/times/locations TBD Campus vertical alignment meetings will be held every six weeks.</p>	<p>2, 4, 8, 9</p>	<p>Principals Instructional Coach Writing teachers</p>					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: 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 2 points as indicated by local unit assessment data, STAAR exams, or Index 3 of the state accountability system.

Evaluation Data Source(s) 3: Unit assessment data, STAAR exams, or Index 3 of the state accountability system.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Academic achievement will be monitored weekly with unit assessments in DMAC.	2, 8, 9	Principal Director of Special Education ESL Coordinator Instructional Staff	Assessments Walkthroughs DMAC data Edgenuity reports				
2) Data meetings will be conducted through PLC meetings that will be conducted every 2 weeks. 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.	8	Principal Director of Special Education ESL Coordinator Instructional Staff Instructional Coach	Assessments Walkthroughs DMAC data Edgenuity reports				
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.	2, 4, 8, 9	Principal Director of Special Education ESL Coordinator Instructional Staff Instructional Coach Reading Specialist RTI instructor	Walkthroughs PLCs				
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	2, 4, 8, 9	Principal Director of Special Education ESL Coordinator Instructional Staff Instructional Coach					

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = 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:

Attendance Review Committee

Committee Role	Name	Position
Administrator	Felicia Cloudy	Assistant Principal
Administrator	Jake Henson	Principal
Office staff	Jennifer Stroud	PEIMS secretary

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jake Henson	Principal
Administrator	Felicia Cloudy	Assistant Principal
Non-classroom Professional	Sommer Herndon	counselor
Classroom Teacher	Gladys Andrews	8th Career
Classroom Teacher	Kearsten Clark	6th Social Studies
Classroom Teacher	Meagan Daniels	Art
Classroom Teacher	Stephnie Helton	8th ELA
Classroom Teacher	Joan Nease	8th Social Studies
Classroom Teacher	Cindy Tomlin	6th Math
Classroom Teacher	Kim Umbrell	Resource Math 6-8
Parent	LaTrisa Barkins	Headstart teacher