Celina Independent School District

Celina Junior High

2022-2023 Campus Improvement Plan

Mission Statement

The mission of Moore Middle School is to empower students to build knowledge and confidence while striving for excellence by working together with parents and community to create a positive learning experience.

Vision

Paving the way for the future.

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

8th Grade Reading scores reached the highest acheivement we have had in at least 4 years with an average scale score of 1776.

53% Mastered compared to 32% in 2021. 78% were Meets compared to a 63% in 2021. 95% were approaching compared to 93% in 2021.

7th Grade Reading Scores

57% Mastered compared to 45% in 2021. 77% were Meets compared to 73% in 2021. 95% were approaching compared to 96% in 2021.

6th Grade Reading Scores

 39% Mastered compared to 21% in 2021. 68% were Meets compared to 46% in 2021. 89% were approaching compared to 78% in 2021.

8th Grade Algebra EOC Scores

88% Mastered compared to 85% in 2021. 98% were Meets compared to 90% in 2021. 100% of students were approaching.

8th Grade Math Scores

21% Mastered compared to 14% in 2021. 66% were Meets compared to 57% in 2021. 89% were approaching compared to 93% in 2021.

7th Grade Math Scores

24% Mastered compared to 15% in 2021. 57% were Meets compared to 50% in 2021. 89% were approaching compared to 81% in 2021.

6th Grade Math Scores

20% Mastered compared to 17% in 2021. 53% were Meets compared to 43% in 2021. 89% were approaching compared to 81% in 2021.

8th Grade Social Studies Scores

31% Mastered compared to 20% in 2021. 51% were Meets compared to 43% in 2021. 83% were approaching compared to 79% in 2021.

8th Grade Science

26% Mastered compared to 35% in 2021. 57% were Meets compared to 70% in 2021. 86% were approaching compared to 90% in 2021.

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	728	730	230	230	1,918	
Approaches GL or Above	683	668	200	195	1,746	91%
Meets GL or Above	548	439	134	120	1,241	65%
Masters GL	364	225	60	72	721	38%
Total Percentage Points						194%
Component Score						65

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	91%	90%	83%	93%	100%	96%	-	95%	87%	76%	79%	68%	89%	92%	90%
At Meets GL Standard or Above	65%	58%	49%	69%	100%	87%	-	74%	45%	30%	30%	32%	64%	65%	64%
At Masters GL Standard	38%	29%	24%	40%	50%	67%	-	51%	24%	9%	10%	10%	36%	37%	38%
Number of Tests															
At Approaches GL Standard or Above	1,746	70	345	1,199	8	44	-	80	208	82	99	150	50	1,091	655

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
At Meets GL Standard or Above	1,241	45	205	881	8	40	-	62	107	32	38	70	36	776	465
At Masters GL Standard	721	23	100	520	4	31	-	43	57	10	13	23	20	446	275
Total Tests	1,918	78	418	1,284	8	46	-	84	240	108	126	222	56	1,190	728
Participation															
% participation 2020-21	96%	94%	95%	97%	87%	100%	-	93%	93%	96%	96%	98%	100%	96%	97%
% participation 2021-22	99%	100%	99%	99%	100%	100%	-	100%	100%	99%	99%	99%	100%	100%	99%

ELA/Reading

Percent of Tests

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
At Approaches GL Standard or Above	94%	94%	85%	96%	*	100%	-	97%	87%	75%	78%	71%	90%	94%	94%
At Meets GL Standard or Above	75%	68%	60%	80%	*	89%	-	79%	55%	33%	31%	36%	80%	76%	74%
At Masters GL Standard	50%	45%	37%	53%	*	67%	-	64%	34%	15%	13%	16%	60%	50%	50%

Number of Tests

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
At Approaches GL Standard or Above	683	29	136	465	*	**	-	32	81	36	42	63	18	410	273
At Meets GL Standard or Above	548	21	96	386	*	**	-	26	51	16	17	32	16	332	216
At Masters GL Standard	364	14	59	256	*	**	-	21	32	7	7	14	12	218	146
Total Tests	728	31	160	483	*	**	-	33	93	48	54	89	20	438	290
Participation															
% participation 2020-21	97%	96%	96%	97%	100%	100%	-	97%	94%	100%	98%	99%	100%	96%	97%
% participation 2021-22	99%	100%	99%	99%	*	100%	-	100%	100%	100%	100%	99%	100%	100%	99%

Mathematics

Percent of Tests

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
At Approaches GL Standard or Above	92%	90%	86%	93%	*	94%	-	91%	84%	77%	80%	71%	95%	92%	90%
At Meets GL Standard or Above	60%	52%	46%	64%	*	89%	-	64%	39%	25%	28%	29%	70%	62%	58%
At Masters GL Standard	31%	16%	16%	34%	*	67%	-	39%	15%	2%	6%	4%	30%	31%	30%

Number of Tests

Celina Junior High
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October 14, 2022 9:30 AM

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Approaches GL Standard or Above	668	28	138	452	*	**	-	30	78	37	43	63	19	406	262
At Meets GL Standard or Above	439	16	73	310	*	**	-	21	36	12	15	26	14	271	168
At Masters GL Standard	225	5	26	167	*	**	-	13	14	1	3	4	6	137	88
Total Tests	730	31	160	485	*	**	-	33	93	48	54	89	20	440	290
Participation															
% participation 2020-21	98%	96%	96%	99%	100%	100%	-	100%	96%	95%	95%	98%	100%	97%	99%
% participation 2021-22	99%	100%	99%	99%	*	100%	-	100%	100%	98%	98%	98%	100%	100%	98%

Science

Percent of Tests

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Approaches GL Standard or Above	87%	88%	73%	91%	*	80%	-	100%	93%	83%	89%	59%	75%	88%	84%
At Meets GL Standard or Above	58%	50%	35%	63%	*	80%	-	89%	37%	50%	44%	32%	50%	59%	57%
At Masters GL Standard	26%	13%	12%	28%	*	60%	-	56%	15%	17%	11%	9%	0%	25%	28%

Number of Tests

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Approaches GL Standard or Above	200	7	36	143	*	**	-	9	25	5	8	13	6	138	62
At Meets GL Standard or Above	134	4	17	100	*	**	-	8	10	3	4	7	4	92	42
At Masters GL Standard	60	1	6	45	*	**	-	5	4	1	1	2	0	39	21
Total Tests	230	8	49	158	*	**	-	9	27	6	9	22	8	156	74
Participation															
% participation 2020-21	93%	80%	92%	95%	*	*	-	80%	87%	92%	95%	96%	100%	93%	92%
% participation 2021-22	100%	100%	98%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	99%

Social Studies

Percent of Tests

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Approaches GL Standard or Above	85%	75%	71%	88%	*	100%	-	100%	89%	67%	67%	50%	88%	88%	78%
At Meets GL Standard or Above	52%	50%	39%	54%	*	80%	-	78%	37%	17%	22%	23%	25%	52%	53%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
At Masters GL Standard	31%	38%	18%	33%	*	80%	-	44%	26%	17%	22%	14%	25%	33%	27%
Number of Tests															
At Approaches GL Standard or Above	195	6	35	139	*	**	-	9	24	4	6	11	7	137	58
At Meets GL Standard or Above	120	4	19	85	*	**	-	7	10	1	2	5	2	81	39
At Masters GL Standard	72	3	9	52	*	**	-	4	7	1	2	3	2	52	20
Total Tests	230	8	49	158	*	**	-	9	27	6	9	22	8	156	74
Participation															
% participation 2020-21	92%	80%	90%	95%	**	*	-	80%	85%	92%	95%	96%	100%	92%	92%
% participation 2021-22	100%	100%	98%	100%		100%	-	100%	100%	100%	100%	100%	100%	100%	99%

Closing the Gaps

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	19	20	95%	30%	28.5
Growth Status	20	20	100%	50%	50.0
ELP Status	1	1	100%	10%	10.0
Student Success Status	12	12	100%	10%	10.0
Closing the Gaps Score					99

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes		Yes	Yes		
% at Meets GL Standard or Above	75%	68%	60%	80%	*	89%	-	79%	55%	31%	36%	80%	76%	74%		
# at Meets GL Standard or Above	548	21	96	386	*	**	-	26	51	17	32	16	332	216		
Total Tests (Adjusted)	728	31	160	483	*	**	-	33	93	54	89	20	438	290		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Yes	Yes	Yes	Yes				Yes	Yes	No	Yes		Yes	Yes		
% at Meets GL Standard or Above	60%	52%	46%	64%	*	89%	-	64%	39%	28%	29%	70%	62%	58%		
# at Meets GL Standard or Above	439	16	73	310	*	**	-	21	36	15	26	14	271	168		
Total Tests (Adjusted)	730	31	160	485	*	**	-	33	93	54	89	20	440	290		
Total Indicators															19	20
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes		Yes	Yes		
Academic Growth Score	83%	86%	79%	83%	*	100%	-	91%	81%	82%	77%	85%	80%	88%		
Growth Points	535.5	25.0	109.5	360.5	*	**	-	26.5	68.0	37.0	65.5	17.0	336.5	199.0		
Total Tests	645	29	138	435	*	**	-	29	84	45	85	20	419	226		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Target Met	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes		Yes	Yes		
Academic Growth Score	79%	88%	74%	79%	*	75%	-	91%	76%	69%	69%	85%	80%	78%		
Growth Points	502.5	25.5	105.5	334.5	*	**	-	26.5	66.0	34.5	58.5	17.0	324.5	178.0		
Total Tests	635	29	143	421	*	**	-	29	87	50	85	20	408	227		
Total Indicators															20	20
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										44%						
TELPAS Progress										21						
TELPAS Total										48						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes	Yes	Yes	Yes		Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes		
STAAR Component Score	65	59	52	67	83	83	-	73	52	40	37	63	65	64		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Approaches GL Standard or Above	91%	90%	83%	93%	100%	96%	-	95%	87%	79%	68%	89%	92%	90%		
% at Meets GL Standard or Above	65%	58%	49%	69%	100%	87%	-	74%	45%	30%	32%	64%	65%	64%		
% at Masters GL Standard	38%	29%	24%	40%	50%	67%	-	51%	24%	10%	10%	36%	37%	38%		
Total Tests	1,918	78	418	1,284	8	46	-	84	240	126	222	56	1,190	728		
Total Indicators															12	12
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	97%	96%	96%	97%	100%	100%	-	97%	94%	98%	99%	100%	96%	97%		
# Participants	686	23	158	458	5	11	-	30	107	60	83	17	420	266		
Total Tests	710	24	164	474	5	11	-	31	114	61	84	17	437	273		
Mathematics																
% Participation	98%	96%	96%	99%	100%	100%	-	100%	96%	95%	98%	100%	97%	99%		
# Participants	693	23	156	467	5	11	-	31	109	56	82	17	426	267		
Total Tests	708	24	163	474	5	11	-	31	114	59	84	17	437	271		
Participation 2021-22																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Participation	99%	100%	99%	99%	*	100%	-	100%	100%	100%	99%	100%	100%	99%		
# Participants	774	35	170	508	*	**	-	35	95	62	94	20	454	320		
Total Tests	780	35	171	513	*	**	-	35	95	62	95	20	456	324		
Mathematics																
% Participation	99%	100%	99%	99%	*	100%	-	100%	100%	98%	98%	100%	100%	98%		
# Participants	775	35	169	510	*	**	-	35	95	61	93	20	456	319		
Total Tests	781	35	171	514	*	**	-	35	95	62	95	20	457	324		

Student Learning Strengths

Reading across grades 6-8 made considerable growth in Meets and Masters.

Math across grades 6-8 made considerable growh in Meets and Masters.

8th Grade Social Studies made considerable growth in all three categories.

PLC

CTT

LLI

RTI

ARI/AMI

Stevenson's Language & Phonics Program

GT ELAR

Double Blocked ELAR Classes

In 2021, we added LLI learning program for students that need an intervention that assisted in and will continue to assist in addressing an individual's educational gaps. During the ME time period, we are having RTI tutorials as needed for student growth and closing the gaps. Students in need of intervention are given support, interventions, accommodations, and inclusion to bridge the gap. If students did not meet the approaches grade level on STAAR, they are placed in an intervention class for the entire year. If they do not show progress in MAP testing, they are placed in RTI if they are not already in an intervention class. Special ED students and the General Education Teachers are consulted, regularly, by

Special Ed staff regarding student performance and curricular decisions. In addition, teachers have access to the necessary professional development.

Academic Growth Report:

.	0 Point		1/2 Point		1 Point		Calculations		
	Count	**Earned**	**Count**	**Earned**	**Count**	**Earned**	**Points**	**Count**	**Rate**
Both Subjects	191	0.0	102	51.0	987	987.0	1,038.0	1,280	81
Reading / ELA	91	0.0	37	18.5	517	517.0	535.5	645	83
Mathematics	100	0.0	65	32.5	470	470.0	502.5	635	79

Number of Assessments

2021-22

2020-21		Did Not Meet	Approaches	Meets	Masters	Count
Both Subjects						1,280
	Did Not Meet	31 35	0 91	35	5	197
Both Subjects	**Approaches**	27 0	58 126	117	63	391
	Meets	1	48	44 79	147	319
	Masters	4	10	70	289	373
Reading / ELA						645
	Did Not Meet	13 17	0 37	20	4	91
Reading / ELA	**Approaches**	6 0	17 43	51	47	164
	Meets	1	18	20 30	78	147
	Masters	3	9	41	190	243
Mathematics						635
	Did Not Meet	18 18	0 54	15	1	106
Mathematics	**Approaches**	21 0	41 83	66	16	227
	Meets	0	30	24 49	69	172
	Masters	1	1	29	99	130

CELINA J H earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all

students, and preparing most students for eventual success in college, a career, or the military.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Increase 8th grade Science achievement scores. **Root Cause:** Use of Collaborative time and PLC to integrate lesson plans 8th grade science students.

Problem Statement 2: Continue to provide intervention staff to provide support with closing the gap between all grades. **Root Cause:** In the past, the 6th grade students have a trend of losing growth on the STAAR accountability data.

School Processes & Programs

School Processes & Programs Summary

- Staff PD is planned over the summer and teachers are also surveyed to determine any potential PD needs of staff. It helps communicate pertinent information to staff members that help the campus be successful. PLC/Tech Tuesday is a collaborative time that we also utilize to have PD and share what is learned among peers.
- PLC/CTT leadership groups participate in decision-making
  - Leadership teams discuss potential PD in monthly meetings and plan calendar.
  - Staff is surveyed to determine needs that are discussed during PLC/CTT meetings. CTT meetings host RtI discussions on a weekly basis to determine how to best help students in need of extra support. During PLC meetings we collaboratively plan lessons, analyze data, discuss the vertical alignment of instruction, and share best teaching practices.
- Programs and Opportunities for Students:
  - Our school offers several outlets for students within our fine arts programs such as band, choir, theatre, and art. There are also the math pathways available to pursue. GT students are served through math/ELAR, with addition of GT ELAR being offered this year. The electives offered for HS credit allow our 8th graders to leave MMS with up to 5 credits such as Art, STEM, Spanish, Theatre, Algebra I. We have added multiple CTE course this year for 7th and 8th graders to earn high school credit and begin exploring career pathways. Intervention courses are also available for math/reading to work with students who need additional support. The Study Lab is also a valuable resource for small group and oral administration of assessments and providing extra support to the individual and small group students as needed.

School Processes & Programs Strengths

- Schedule that accommodates PLC/CTT for Teachers to collaborate on all levels.
- PBIS program is a huge strength in holding students to campus expectations and lessening the need for corrective action in student behavior. We have implemented a House system with House Essentials to hold students accountable.
- Access to technology for teachers and students Supportive staff and administration
- Intervention programs integrated into the master schedule - flexibility to move kids based on data and needs
- Extra classes have been and are being added each year to reach each student where they are and help move them to the next level
- Our master schedule allows core teachers to have 2 periods that split between PLC/CTT and conference. This allows teachers to collaborate daily while still having a daily conference to attend to planning needs, etc.
- MMS utilizes PBIS and a behavior flow chart to make sure we are being consistent and uniform with our classroom management procedures across the campus. We will discuss Essentials every single time there is a behavior intervention.
- ISS/DAEP is assigned based on the student code of conduct.
- Meet with students individually to discuss their MAPs scores, set goals, and review growth. Conversations are held daily with students regarding class expectations.
- Admin expects teachers to create common assessments within their grade level/subject area to administer to students. This allows for data discussions to be on par and help teachers determine where students are across the board.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase parent involvement of parents in campus activities and programs. **Root Cause:** As students transition into secondary grades, parental involvement decreases.

Problem Statement 2: Student behavior and discipline referrals were high. **Root Cause:** Covid changed the consistency of behavior expectations. We will implement the BeMoore Essentials and consistently refer to them when intervening behavior.

Perceptions

Perceptions Summary

- What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.
  - PBIS/House Rewards with Terrific Tuesday and End of Year Celebrations
  - 9 Weeks/Semester Rewards, House Rally every 9 weeks for Celebrations
  - Behavior Contracts
  - BIPs.
  - PLC, CTT are used for input, all staff included by committees and through surveys
  - Maximize Tier 1 instruction to engage all students
  - MMS Essentials

- The campus engages with local businesses and parents in education through the following methods
  - Principals 100 trips to various businesses with tours through Chamber of Commerce
  - Parents invited to pep rallies
  - Weekly newsletter
  - Describe public support for the school
  - Parents have many opportunities to get involved and support school activities. Such as CARE, Band Booster, Bobcat Moms, QB Club, School Programs, Discover DC, FCA, Language Clubs, Local Churches, different types of drives such as toy drive, and food drives.
  - PTA added for 2022 school year

Perceptions Strengths

Strengths of campus: technology, interdependence among staff, student engagement

Staff, students, and parents feel that MMS provides a safe and supportive environment for ALL students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase parent involvement of parents in campus activities and programs. **Root Cause:** As students transition into secondary grades, parental involvement decreases.

Problem Statement 2: Attendance rates have been below the state requirement for the last 2 years. **Root Cause:** Covid is the root cause, but attendance has also seemed to become less important overall as a result.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Action research results

Goals

Goal 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.

Performance Objective 1: Enhance all systems and processes to ensure student and staff safety and foster a civil, collaborative culture.

Strategy 1 Details	Reviews			
Strategy 1: Clearly communicate with parents through multiple means (website, weekly email, teacher emails, phone calls, social media, in-person meetings). **Strategy's Expected Result/Impact:** Partnerships with parents to improve student learning **Staff Responsible for Monitoring:** Campus administrators and teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
	60%			

Strategy 2 Details	Reviews			
Strategy 2: Collaborate with the Chamber of Commerce and community partners. **Strategy's Expected Result/Impact:** Students learn about career possibilities that impact their instructional focus. Greater connection between school and community. Student involvement and service within their community. **Staff Responsible for Monitoring:** CTE teachers, Counselors, Administrators **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
	80%			

Strategy 3 Details	Reviews			
Strategy 3: Promote positive student behavior and character development within the school and community through Bobcat Bootcamp and House service projects. **Strategy's Expected Result/Impact:** increased student involvement in community, fewer discipline referrals **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
	50%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.

Performance Objective 2: Expand collaboration opportunities for the community, all families, and all staff to be involved in the culture of our schools and to participate in the decision-making process for the future success of our district.

Strategy 1 Details		Reviews			
Strategy 1: Daily collaboration in Collaborative Teacher Teams (CTT) and Professional Learning Communities (PLC) focused on student achievement and research-based practices		**Formative**			**Summative**
		Sept	Nov	Mar	June
Strategy's Expected Result/Impact: Increase in student test scores, greater collective efficacy among teacher teams, effective intervention for struggling learners **Staff Responsible for Monitoring:** Administrators, Department Heads, Instructional Leadership Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture		60%			
Strategy 2 Details		Reviews			
Strategy 2: Pilot the Texas Lesson Study with all core content teams, utilizing support from Region 10.		**Formative**			**Summative**
		Sept	Nov	Mar	June
Strategy's Expected Result/Impact: Increase in student test scores, greater collective efficacy among teacher teams, effective intervention for struggling learners **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction		0%			
	0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Goal 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.
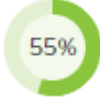
Performance Objective 3: Support students and staff through mentoring, social-emotional supports, and the CISD guidance program.

Strategy 1 Details		Reviews			
Strategy 1: Promote character development through Social Emotional Learning (SEL) lessons, monthly character traits, positive rewards, and guidance lessons.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student behavior throughout the year, less discipline referrals, improved student learning		**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors, Administrators **ESF Levers:** Lever 3: Positive School Culture		60%			

Strategy 2 Details		Reviews			
Strategy 2: Identify and build upon teacher and student strengths.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Collective efficacy among teachers, better understanding of student learning styles, more effective interventions		**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction		25%			

Strategy 3 Details		Reviews			
Strategy 3: Utilize a House System and Be Moore Essentials to foster positive behavior, academic excellence, and mentorship for students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Decreased discipline referrals, higher test scores, increased attendance, positive school culture		**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators and Counselors **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		60%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.

Performance Objective 4: Provide a safe environment for all students and staff.

Evaluation Data Sources: Safety protocols
Documentation of safety drills

Strategy 1 Details	Reviews			
Strategy 1: Train all staff on the safety protocols from the I Love You Guys Foundation and practice these protocols during monthly and quarterly drills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased safety for staff and students	**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning	55%			

Strategy 2 Details	Reviews			
Strategy 2: Assessment and Care Committee will meet monthly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased collaboration on issues that impact student and staff safety	**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: SRO, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning	50%			

Strategy 3 Details	Reviews			
Strategy 3: Promote a sense of community and belonging through the House System	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive school culture, greater level of student involvement, decreased discipine referrals for threatening or aggressive behavior, increased safety	**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: administrators, counselors **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: CISD will continuously provide and support effective teaching in every classroom.

Performance Objective 1: Recruit, develop, and retain high quality educators dedicated to continuous improvement.

Strategy 1 Details		Reviews			
Strategy 1: Provide English Language Learner training and support for staff throughout the year.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Build teacher capacity to meet diverse student needs.		**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Principal ESL coordinator **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction		50%			

Strategy 2 Details		Reviews			
Strategy 2: AVID team will provide professional development monthly through PLC meetings and/or newsletters to help teachers incorporate AVID strategies such as WICOR (Writing, Inquiry, Collaboration, Organization, Reading) in all core classes.		**Formative**			**Summative**
		Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement greater alignment throughout the school common vocabulary **Staff Responsible for Monitoring:** Administrators, AVID coordinator **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		60%			

Strategy 3 Details	Reviews			
Strategy 3: The Instructional Technology Specialist will meet with teachers twice a month in PLC meetings to help teachers utilize technology purposefully in the classroom. **Strategy's Expected Result/Impact:** Increased student engagement Greater differentiation for students increased student learning **Staff Responsible for Monitoring:** Administrators, Instructional Technology Specialist **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Formative**			**Summative**
	Sept	Nov	Mar	June
	25%			

Strategy 4 Details	Reviews			
Strategy 4: Instructional Leadership Team receives monthly training in Understanding By Design (UBD) to help teams plan quality instruction that challenges all students. **Strategy's Expected Result/Impact:** Increased student learning, greater collaboration in PLCs **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Formative**			**Summative**
	Sept	Nov	Mar	June
	65%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: CISD will continuously provide and support effective teaching in every classroom.

Performance Objective 2: Systems are aligned to promote effective communication and collaboration which leads to highly effective teaching practices.

    Evaluation Data Sources: systemic framework
meeting agendas
lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Utilize a student data system to share necessary student data across grade-levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Greater collaboration Effective Student Intervention Improved Student Achievement **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Sept**	**Nov**	**Mar**	**June**
	50%			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will analyze data in PLC and CTT meetings and will utilize a Multi-Tiered System of Supports (MTSS) to provide appropriate Tier 1, 2, and 3 instruction for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted intervention to meet student needs Improved Student Achievement **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Sept**	**Nov**	**Mar**	**June**
	60%			

Strategy 3 Details	Reviews			
Strategy 3: Teachers will have access to resources and procedures to provide appropriate behavioral and academic supports to students.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: focused intervention increased teacher self-efficacy **Staff Responsible for Monitoring:** administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	75%			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 3: CISD and all campuses will provide and support a guaranteed and viable curriculum.

Performance Objective 1: Foster and nurture a district-wide common language for instruction.

    Evaluation Data Sources: Evaluation Data Sources
PLC Agendas
Student Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers use the 4 questions of PLC, along with the Understanding by Design process, to collaboratively plan highly effective units and lessons.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**

Strategy's Expected Result/Impact: aligned curriculum improved teaching practices greater collective efficacy
    Staff Responsible for Monitoring: administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 5: Effective Instruction
	50%			

Strategy 2 Details	Reviews			
Strategy 2: Administrators will utilize the continuous improvement model to monitor and adjust instructional practices in each core content area.	**Formative**			**Summative**
	Sept	**Nov**	**Mar**	**June**

Strategy's Expected Result/Impact: Greater student achievement
    Staff Responsible for Monitoring: Administrators
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning
	50%			

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: CISD and all campuses will provide and support a guaranteed and viable curriculum.

Performance Objective 2: Increase student attendance rate

Evaluation Data Sources: Evaluation Data Sources
Attendance Data

Strategy 1 Details		Reviews			
Strategy 1: Administrators will monitor and encourage student attendance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Average Daily Attendance (ADA)		**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Attendance Clerk, Administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction		50%			
Strategy 2 Details		Reviews			
Strategy 2: Utilize the House System to reward student attendance		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance rate		**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, attendance clerk, counselors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning		0%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: CISD and all campuses will provide and support a guaranteed and viable curriculum.

Performance Objective 3: Ensure students have college/career readiness by providing opportunities to participate and be successful in advanced academic course offerings.

    Evaluation Data Sources: Master schedule

Strategy 1 Details	Reviews			
Strategy 1: Students have opportunities to take advanced and/or accelerated classes in math and reading.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students reaching mastery level on state testing	**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Students have the opportunity to take Career and Technical Education electives for high school credit.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased knowledge of careers clarity for high school pathway	**Sept**	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: principal, CTE Coordinator **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue