Celina Independent School District

Celina Middle School

2015-2016 Campus Improvement Plan

Mission Statement

The mission of Celina Middle School is to challenge each child to reach his or her full potential. We encourage students to become life-long learners by developing intellectual curiosity and a desire for discovery and achievement. We strive to create a diverse community that fosters mutual respect and social responsibility enhanced by a strong partnership between home and school.

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Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Summary

School culture and climate is good. Staff collaborates well and students feel safe. School partners with community.

School Culture and Climate Strengths

Celina Middle School is a professional, safe and fun place for children to learn and grow.

School Culture and Climate Needs

Celina Middle School could use more space and rooms to meet increasing student population.

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- 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

- 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
- 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

- 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Celina Middle School will improve campus performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 1: The campus will expect 100% of each student group to meet Level II passing standard on all STAAR tests and increase the percent of students at Level III to 40% for all tested areas.

Summative Evaluation: 1) Student academic progress throughout school year as measured by TEKS checks, curriculum checks, teacher-made assessments, progress reports, and nine week grades.
2) Teams will evaluate progress towards TEKS alignment in all subject area 5-6 by use of TEKS Resources and curriculum checks.
3) AWARE and other technology programs will be used to disaggregate data and assess students' progress.
4) Students prepared for STAAR exams and the data/scores reflect this.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Administer curriculum checks/TEKS checks for the analysis of student progress on state standards.	Campus administrators, District Director of Instruction, classroom teachers	Curriculum check/TEKS check data in AWARE, STAAR results				
2) Develop new test strategies which are STAAR specific such as UPS check in math.	Campus administrators, District Director of Instruction, classroom teachers	New testing strategies, STAAR results				
3) Small group classroom instruction providing differentiated and individualized instruction.	Campus administrators, classroom teachers, pull-out teachers	Student progress on curriculum checks, TEKS checks, STAAR results				
4) Additional targeted vocabulary intervention for LEP students to accelerate the mastery of ELPS objectives and TEKS.	Campus administrators, ESL teachers, pull-out teachers, District Director of Curriculum	TELPAS results and improvement, STAAR results				
5) Incentives for rewarding perfect attendance of staff and students.	Campus administrators,District Administration, counselor	Increased student attendance and time in classroom, presence of highly qualified teacher in classroom.				
6) Incentives and recognizing student academic performance.	Campus administrators, counselor	Increased academic performance and effort				
7) Vertical alignment meetings in core content areas to ensure vertical alignment required with STAAR.	Campus administrators, District Director of Instruction, classroom teachers	Lesson plans in Forethought, walk through data, meeting agendas, and sign in sheets, STAAR results.				

8) Increase reading fluency and comprehension for ELL students with Read Naturally and Imagine Learning.	Campus administrators, classroom teachers	Monitor progress through program reports			
9) ELAR teachers implementing district Elementary Writing Plan	Campus administrators and classroom teachers	Walkthroughs and writing samples collected each 9 weeks			
10) Intervention teacher pulling targeted students two times per week.	Campus administrators	Walkthroughs, monitor progress through program reports			
11) TEKS check developed from TRS for rigor and consistency.	Campus administrators	Aware data			

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Goal 1: Celina Middle School will improve campus performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 2: The campus will implement programs and strategies to improve academic performance for At-Risk students.

Summative Evaluation: 1) Improved state assessment scores.
2) Improved at-risk scores on curriculum checks, TEKS checks, and state reading assessments.
3) Improved at-risk student grades.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Administer curriculum checks/TEKS checks for the analysis of student progress on state standards for at-risk students.	Campus administrators, classroom teachers, District Director of Instruction	Curriculum check and TEKS check data in AWARE, STARR results				
2) Continue to develop new test strategies which are STAAR specific for at-risk students.	Campus administrators, classroom teachers, District Director of Instruction	New strategies implemented, students utilizing new strategies which lead to improved performance and student growth as measured on district and state assessments				
3) Enrichment / intervention for at-risk students as a result of additional 30 minutes to student instructional day and adjustments to master schedule.	Campus administrators, classroom teachers, pull-out teachers	Student progress measured through progress monitoring and STAAR student growth				
4) Additional vocabulary intervention for LEP students to accelerate the mastery of ELPS objectives and TEKS for at-risk students.	Campus administrators, ESL teacher, pull-out teacher, District Director of Instruction	TELPAS and STAAR student growth				
5) ARI/AMI small groups to improve core content areas for targeted students.	Campus administrators, classroom teachers, pull-out teachers	Curriculum checks, TEKS checks, AWARE data, STAAR results				
6) Improve academic performance by encouraging attendance for at-risk students though incentive programs.	Campus administrators, classroom teachers, pull-out teachers	Increase scores for at-risk students				

7) Intervention teacher pulling identified students who struggle with state assessments.	Campus administrator, intervention teacher	AWARE testing data shows increased scores for at risk students.				
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Goal 1: Celina Middle School will improve campus performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 3: The campus will increase advanced academic resources to improve student performance.

Summative Evaluation: 1) Student service
2) Increase in number of students achieving Level III STARR
3) Scheduled meetings and feedback from parents and students
4) Student academic success on a more advanced level on curriculum checks, TEKS checks, TELPAS, and STAAR

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement Motivation Math as TRI Tier II intervention program and math enrichment for grades 5-6.	Campus Administration, District Director of Instruction, math teachers, intervention teachers	Curriculum check results, TEKS check results, STARR results, program usage				
2) Use Rally, Measure Up, Kamico, Read Naturally, and Imagine Learning for RTI intervention and enrichment, as well as, special needs students in grades 5-6.	Campus Administration, Classroom teachers	Curriculum Check data, TEKS check data, STAAR results, program usage				
3) GT students will create individual projects aligned with state GT guidelines.	Campus Administration, GT lead teachers at each grade level	GT products presented during open house, student individual projects completed				
4) Utilize AWARE and other technology programs to assist with data disaggregation and monitoring of student progress.	Campus Administration, District Director of Instruction, classroom teachers	Curriculum Check data, TEKS check data, STAAR results, campus meetings and sign in sheets where program utilized for student data				
5) Align assessments to TEKS/STAAR in all core areas and vertical training across grade levels in core academic subjects with specific discussions on rigor.	Campus Administration, District Director of Instruction, Classroom teachers	STAAR results, lesson plans, walk-through data, curriculum check results, TEKS check results, aligned assessments created/updated, meeting agendas and sign-in sheets				
6) Use of StemScopes to grades 5 and 6 to provide consistency and continuity in science instruction as well as provide enrichment of science curriculum.	Campus Administration, District Director of Instruction, science teachers	Lesson plans, walk-through data, curriculum check data, TEKS check data, STAAR results for grade 5 science, program usage				

7) Monitor and evaluate rigor of advanced courses.	Campus Administration, District Administration	Teacher lesson plans, walk through data, student performance on STAAR					
8) Reinforce the use of academic vocabulary to increase critical thinking skills.	Campus Administration, District Administration	Teacher lesson plans, walk through data, student performance on STAAR, use of IFD to plan, word walls in all core subjects					
9) Implement Empowering Writers in ELAR classes for 5th and 6th grades to improve district writing scores.	Campus administrators, ELAR teachers	Scored writing samples collected each 9 weeks					
10) Consistent enrichment lesson plans for each core content area.	Campus administrators, classroom teachers	lesson plans, walkthroughs looking for higher level critical thinking strategies					
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Goal 1: Celina Middle School will improve campus performance and student academic success as measured by local, state, and national standards while increasing educational opportunities for all students.

Performance Objective 4: Campus will increase awareness of and attend to the needs of diverse learners.

Summative Evaluation: 1) Increased parent and community involvement in campus and student activities.
2) Increased student engagement in the classroom.
3) Increased student success on STAAR/TELPAS.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Conduct professional development on strategies to assist diverse learners in achieving higher-level comprehension skills.	Campus Administration, classroom teachers	Increased student motivation, increased student success on all assessments, walk-through data indicating implementation of strategies learned in training				
2) Vocabulary programs such as Imagine Learning and Lead 4 Ward implemented to bridge gaps in academic vocabulary ability of diverse learners. Word walls developed from TRS.	Campus Administration, classroom teachers	Increased student motivation, increased student success on all assessments, Imagine Learning reports, use of word walls.				
3) Parent conference offered at beginning, and end of the year for all students.	Campus Administration, classroom teachers	Increased student motivation, increased parent communication, student growth in academic area, sign in sheets documenting conferences conducted with parents				
4) Positive reinforcement plan (PBIS/CHAMPS) implemented throughout the campus.	Campus Administration, classroom teachers, and staff	Prinicpal's 100, phone logs by teachers documenting parent contact, increased student motivation, student growth in all academic areas, increased parent communication.				
5) Offer GT training to all teachers	Campus Administrators, classroom teachers	Certification and implementation of training into classrooms.				
6) ELPS included in all lesson plans	Campus administrators	lesson plans				
7) Samples of accommodated student work turned in each 9 weeks.	Campus administrators, classroom teachers	samples of accommodated student work				
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Goal 2: Celina Middle School will provide a positive, safe, and orderly school climate for all on campus.

Performance Objective 1: The campus will enhance the effective discipline and crisis management plan.

Summative Evaluation: 1) Decrease office referrals.
2) Implement campus lockdown and crisis management.
3) Campus results of drills.
4) Evaluation and improvement of student security/safety procedures.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Staff development on student safety and classroom management - during beginning of school year professional development.	Campus Administration, classroom teachers	Decreased office referrals, improved safety and lockdown drill results, improved student security/safety procedures				
2) Implement Positive Behavior Management throughout the campus.	Campus Administration, classroom teachers	Decreased office referrals, Principal's 100 documentation				
3) Evaluate and improve campus safety drills and student lockdown procedures.	Campus Administration, classroom teachers	Improved drill results, improved student security/safety procedures				
4) Updated emergency operation plan.	Campus Administration, classroom teachers	Improved communication & drills				
5) Principal 100 Club referrals from teachers.	Campus Administration, classroom teachers	Decrease office referrals and positive parent communication				
6) Severe weather safe areas identified and signs posted on the outside of the doors.	Campus administrators	safe shelter areas identified, smoother transition during drills				
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Goal 2: Celina Middle School will provide a positive, safe, and orderly school climate for all on campus.
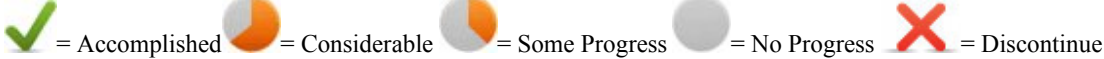
Performance Objective 2: The campus will promote positive staff morale and student character development.

Summative Evaluation: 1) Decreased office referrals.
2) Decreased reports of incidents of bullying.
3) Improved student motivation and attitude.
4) Improved staff and campus morale.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Positive communication with parents through positive phone calls, Bobcat Heart Expectations and Principal's 100 Club, CHAMPS strategies implemented	Campus Administration, classroom teachers	Improved student and staff morale and motivation, decreased office referrals, improved communication with parents				
2) Expansion of FCA, Youth Leadership Team, Flag Corps, Citizenship Club, Theater Arts Club, Library Pals, and Ecology Club.	Campus Administration, classroom teachers	Improved student and staff morale and motivation, decreased office referrals, improved communication with parents				
3) Student recognition and reward celebration through Student of the Month and Principal's 100 club.	Campus Administration, classroom teachers	Improved student and staff morale and motivation, decreased office referral, improved communication with parents				
4) Plan staff celebrations.	Campus Administration, classroom teachers	Improved teacher and staff morale and motivation				
5) Teacher and support staff member of the year.	Campus Administration	Improved Teacher and Staff morale				
6) Provide staff development on recognizing and preventing bullying behaviors. Use resources available through Region 10 to promote zero tolerance for bullying.	Campus Administrators, Campus Counselor	Improved student behavior observed, fewer discipline referrals				
7) Counselor will provide character lessons in the classroom. Counselor's Corner announcement each Wednesday to increase awareness of character traits.	Campus Counselor	Improved student behavior and awareness of positive character traits.				
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Goal 3: Celina Middle School will increase community and parent involvement in the schools and communication among all stakeholders in the district.

Performance Objective 1: The campus will work to increase parental and community involvement at all campus events.

Summative Evaluation: 1) PTA update of membership totals.
2) Increased parent communication and participation in campus activities.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Evaluation and expansion of teacher websites.	Campus Administration, Technology Curriculum Coach, Classroom Teachers	Websites updated with pertinent parent information, increased parent attendance at campus events, increased parent contact				
2) Encourage PTA and CARE membership for campus staff & parents	Campus Administration, Classroom Teachers	Increased percentage of PTA and CARE membership				
3) Implement campus communication (Reminder 101, school messenger, District & Campus Newsletter, Campus website, Facebook, Twitter, lunchroom announcements).	Campus Administration, Classroom Teachers and Staff	Increase parent contact, increase parent involvement, establishes means of delivering pertinent information				
4) Work with PTA to expand community involvement (Muffins with Mom, Donuts with Dad, Book Fair, staff lunches provided by PTA parents).	Campus Administration, Classroom Teachers	Increase parent/community communication and participation in PTA and increase in attendance at campus events				
5) Principal/Counselor Coffee.	Campus Administration	Increase in parent attendance, participation and communication				
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Goal 3: Celina Middle School will increase community and parent involvement in the schools and communication among all stakeholders in the district.

Performance Objective 2: The campus will improve communication among all stakeholders.

Summative Evaluation: 1) Parent feedback to campus.
2) Parent use of website "hits".
3) Increase in use of parent portal.
4) Increase parent response on student planners
4) Increase parent response to teacher emails.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Use student planners to inform parents.	Campus Administration, Classroom Teachers	Increased parent use of student planners, increase in positive parent comments on teacher communication				
2) Offer parent conferences for all students for 1st and 2nd semester including parent teacher conference day.	Campus Administration, Classroom Teachers	Increase in positive parent comments on teacher communication, classroom teacher documentation of conferences with parents				
3) Provide information to parents on team/individual teacher websites.	Campus Administration, Technology Curriculum Coach, Classroom Teachers	Increase in positive parent comments on teacher communication, websites accessed and updated				
4) Use of Campus website.	Campus Administration	Use of website				
5) Principal, counselor and parent coffee.	Campus Administration	Positive parent comments				
6) Maintain Facebook page and Twitter for CMS campus.	Campus Administration and office staff	Increase positive communication with parents and community				
7) Use of emails and phone calls to communicate with parents.	Campus Administration, Classroom Teacher	Increased communication with parents				
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Goal 4: Celina Middle School will demonstrate fiscal responsibility, efficiency, and effectiveness in all operations, including staff.

Performance Objective 1: The campus will hire the most qualified staff to fill all district positions.

Summative Evaluation: 1) Highly Qualified Report, TEA, Region 10 support.
2) Evaluate number and placement of student teachers.
3) Applicants recommended for hire will be highly qualified.
4) Standards for positions will include highly qualified status. Consideration will be given to internal highly qualified staff for new positions.
5) Elementary and Secondary students have a successful year with Ready, Set, Teach program.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Evaluate and expand Ready, Set, Teach program.	Campus Administration, District Director of Instruction, RST Instructor	Teacher surveys, student surveys, class observation data				
2) Promote and seek use of student teachers.	Campus Administration, classroom teachers, Central Office Administration (HR)	Increased numbers of student teacher placements				
3) Paneled interviews for hiring qualified teachers.	Campus Administration, classroom teachers	Highly qualify teachers on staff				
4) Implement incentive program for teachers and students for excellence in attendance.	Campus Administration, District Administration	Increase in attendance, decrease in absenteeism				
5) Utilize Region 10 Teacher Job Network to increase number of applicants for open positions.	Campus Administration, District Administration, Human Resources	Recruitment of highly qualified staff				
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Goal 4: Celina Middle School will demonstrate fiscal responsibility, efficiency, and effectiveness in all operations, including staff.

Performance Objective 2: The campus will improve job specific training as needed for all staff.

Summative Evaluation: 1) Evidence of use of current and/or effective teaching methods.
2) Principal's evaluation of staff.
3) Staff input.
4) Teachers feel supported and trained in assigned duties.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide for specific staff development as needed.	District Director of Instruction, Campus Administration, classroom teachers, identified classroom teachers	Classroom walk-through data and observations, increased academic performance of diverse learners as measured by multiple assessments, certificates of participation in staff development/training				
2) Provide ongoing staff development in critical areas.	District Director of Instruction, Campus Administration, classroom teachers, identified classroom teachers	Teacher input, classroom walk-through observation data, increased academic performance of diverse learners as measured by multiple assessments, certificates and evidence of training				
3) Mentor new staff.	Campus Administration, classroom teachers	Retention of teachers and staff				
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