

Corsicana Independent School District
2023-2024 Collins Intermediate Campus Improvement Plan
2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

Vision 2020

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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2022-2023 school year there are 450 5th graders and 450 6th graders. This makes the total enrollment 858 students. The current demographics for CIS are: Hispanic 52.3%, AA 17.05%, White 23.26%, Pacific Islander 3.3%, two or more races 3.3%, and Asian .66%. Special Education population 10%(90 students), LEP students 34.5%(319 students), ESL students 32%(287 students).

Demographics Strengths

The demographics summary shows that Collins Intermediate has a very diverse population of students. The Hispanic population continues to increase as well as the LEP population. English Language Learners are currently supported by a specialized interventionist, and ESL certified staff. .

Attendance rates have remained relatively consistent. The front office staff make contact each day when students are absent. Letters are sent home when students reach critical levels of absences and conferences are held with students and parents to work on plans to ensure students are in attendance each day. While the main office makes every attempt to contact parents when students are absent, having up to date contact information is sometimes an issue.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Two or more races and Islander sub pops did not show growth. **Root Cause:** Family involvement.

Student Achievement

Student Achievement Summary

During the 2022-2023 school year, the following data was reported.

5th Reading 71% passing

5th Math 73% passing

5th Science 57% passing

6th Reading 67% passing

6th Math 72% passing

Collin's accountability rating: undecided at this time

Student Achievement Strengths

Over the last 2 years, the district has initiated a change in the way it does RtI. Students are identified using a series of screeners in both reading and math. Students are placed into small groups called “Tiger Time” to focus on specific skills students need help with. All students are tested 3 times a year to provide growth points for each student.

In addition to RtI data, Collins Intermediate uses common assessment data to add additional data points for students. After each common assessment, teachers discuss the following data: student responses, quintiles, demographic data, item analysis, and SE Tutorials. These 5 reports along with the student test, are then analyzed by the content team to look for strengths and weaknesses in student learning. The SE tutorial is then used by teachers to help drive remediation and tutorials with students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Four subject/grade levels have dropped in passing rate. **Root Cause:** Inexperienced teachers.

School Culture and Climate

School Culture and Climate Summary

Here at Collin's Intermediate "We are family". We try to spread a culture of helping each other and doing right by ourself, each other, and our staff. The staff spreads these ideas by principal talks, signs in the building, and constant reminders from our teachers. We purchased 1000 t-shirts for our students so that they would all have a shirt and be a part of "Team Collins".

School Culture and Climate Strengths

When looking at the student data from the survey, it is clear that most students like their school, feel like their school wants them to do well and feel safe at school. Students believe that their principals are fair and respectful.

When looking at the teacher data from the survey, most teachers feel like they treat students with respect and that they are valued as educational professionals.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Consistency in staff. **Root Cause:** Teachers leaving Collins Intermediate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers and instructional paraprofessionals are highly qualified. The Champions Projects is a mentoring systems in place to support new teachers. We also have a new teacher support group at the campus, providing meetings and mentors to help. Professional development is provided by the district as well as on campus. Needs are identified by classroom visits, teacher and administration feedback. Curriculum & Instruction is utilized on our campus to support teachers all teachers.

Curriculum, Instruction, and Assessment

Parent and Community Engagement

Parent and Community Engagement Summary

Collins Intermediate will have several opportunities for parent and community engagement. Collins will host a "Meet the Teacher" meeting to start the school year. We also have parent meetings scheduled for the end of each nine week period. We partnered with the City of Corsicana for a Chief for the Day Program. We have two book fairs and we invite parents to visit during these fairs. We have an awards ceremony at the end of the school year. Collin's will also incorporate a series of 5 "Family Matters" sessions to help and support our parents.

Parent and Community Engagement Strengths

PTO is very strong and has several members.

School Context and Organization

Technology

Technology Summary

Each classroom has a Promethean Flat Panel and a new teacher computer. We purchased clickers to help the teachers stay in the power zone. We are going to 1 to 1 technology in the form of laptops for each student.

Technology Strengths

Technology is being used, daily, by students and teachers with a variety of new applications.

Problem Statements Identifying Technology Needs

Problem Statement 1: We need more technology devices for our campus. The addition of the new ELAR adoptions has created a greater need for more laptops. **Root Cause:** New ELAR adoption and teachers wanting to use technology more in the classroom.

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions

Student Data: Student Groups

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals





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

Performance Objective 1: The level of rigor of instruction will increase in all content levels to meet the needs of all student population.

High Priority

Evaluation Data Sources: Student achievement will improve, by building a more narrow focus for instruction. The use of data to drive instruction will be enhanced as will the daily classroom instruction. This will result in a significant closure of performance gaps.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will continue to utilize the Fundamental 5 strategies and on the use of data to drive instruction and interventions.</p> <p>Strategy's Expected Result/Impact: Agenda from trainings, walkthrough data, common assessment data, Moby Max and Istation data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum and Instruction</p> <p>Funding Sources: Professional Development - 211 Title I - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure formative assessment provides a process for immediate reteaching (daily basis) for Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Administrators set expectations in PLC meetings, various forms of modeling provided in the classroom, provide resources as needed.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum and Instruction</p> <p>Funding Sources: At Risk Student Instructional Support - 199 comp Ed. - \$7,500, Instructional Supplies - 199 General - \$43,050</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will plan lessons and activities that align with the level and depth of the TEK.</p> <p>Strategy's Expected Result/Impact: PLC meetings will include a structured format created by campus and district leaders, teachers plan activities together in PLCs, campus and district leaders will attend PLC meetings</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum and Instruction</p> <p>Funding Sources: Instructional Supplies - 199 General - \$43,050, At Risk Instructional Support - 199 comp Ed. - \$7,500</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: All faculty and staff will actively engage in ELPS strategies in all content levels.</p> <p>Strategy's Expected Result/Impact: TTess and instructional walkthroughs, assessment data, grades, progress monitoring</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Special Programs Instructional Staff</p> <p>Funding Sources: At Risk Instructional Support - 199 comp Ed. - \$7,500</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: CIS will increase the use of station teach and parallel teach inclusion models with special education and general education teachers.</p> <p>Strategy's Expected Result/Impact: TTess and instructional walkthroughs, assessment data, grades, progress monitoring</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Special Programs Instructional Staff</p> <p>Funding Sources: Instructional Supplies - 199 General - \$43,050, At Risk Student Supplies - 199 comp Ed. - \$7,500</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: All student populations in grades 5-6 will meet or exceed the 65% requirement on STAAR in all content areas.

HB3 Goal





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Emphasize an environment of teacher collaboration.</p> <p>Strategy's Expected Result/Impact: Provide a more purposeful PLC via planning document; modeling in the PLC, continuous reinforcement of safety/risk free environment within the PLC, cultivate an environment of positivity through a concerted effort by administrators to reinforce collaboration (ex. positive notes to PLCs, encouraging through conversations, faculty meetings, PLCs, email, TTESS)</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Funding Sources: - 199 General - \$43,050</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: RTI interventions will continue to be put in place as prescribed by the district RTI guidelines. (Tiger Time)</p> <p>Strategy's Expected Result/Impact: Data from Moby Max, Istation, and Isteep progress monitoring, walkthrough data, RTI meetings. This strategy will decrease students academic gaps.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Team, Interventionist</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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





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

Strategy 1 Details	Reviews			
Strategy 1: Utilize RTI program and use Education Galaxy to close the learning gaps. Work to 100% completion in the Education Galaxy program.	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Collins Intermediate will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 1: Campus will implement PBIS and staff will begin to research and discuss the use of restorative discipline methods which reduce the amount of class time lost to student disciplinary consequences.





Evaluation Data Sources: Reduced number of discipline referrals, student suspensions, and ISS visits; more consistent series of discipline consequences for offenses; more behavioral supports put in place for students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will begin PBIS. Staff will continued to be trained and make any changes needed. Strategy's Expected Result/Impact: Minutes and agendas from meetings and trainings, written reflections by teachers, the use of class dojo. Student referrals will decrease. Staff Responsible for Monitoring: Principal, Assistant Principals,Counselors</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom and schoolwide discipline plans will be developed and used to reduce class time being lost to disciplinary actions. Strategy's Expected Result/Impact: Copies of classroom and schoolwide discipline plans, fewer discipline referrals, fewer students removed from class for discipline reasons. Staff Responsible for Monitoring: Assistant principals, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Collins Intermediate will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 2: School safety measures will be strengthened by increasing the variety and number of safety drills and staff training events.

Evaluation Data Sources: Greater number of safety drills, reduced risk factors, more staff training events.

Strategy 1 Details	Reviews			
<p>Strategy 1: School leaders will increase staff awareness of safety issues.</p> <p>Strategy's Expected Result/Impact: Agendas from meetings, documentation of safety audits and routine campus safety checks.</p> <p>Staff Responsible for Monitoring: District and campus administration</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 1: Produce a district communication plan to outline audiences and strategies for enhancing communication to internal and external audiences throughout district, community, and state.

Goal 3: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 2: Increase community and parent involvement with special programs and events hosted by Collins Intermediate School.

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

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$10,000.00
1	2	2			\$0.00
Sub-Total					\$10,000.00
199 General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies		\$43,050.00
1	1	3	Instructional Supplies		\$43,050.00
1	1	5	Instructional Supplies		\$43,050.00
1	2	1			\$43,050.00
Sub-Total					\$172,200.00
199 comp Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	At Risk Student Instructional Support		\$7,500.00
1	1	3	At Risk Instructional Support		\$7,500.00
1	1	4	At Risk Instructional Support		\$7,500.00
1	1	5	At Risk Student Supplies		\$7,500.00
Sub-Total					\$30,000.00