



# Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Collins Intermediate

Rating: A

## GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

*MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL*

### ACCOUNTABILITY

**DOMAIN I: STUDENT ACHIEVEMENT** - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

**DOMAIN II: SCHOOL PROGRESS** - *Measures district and campus outcomes in two areas:*

**Part A: Academic Progress** – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

**Part B: Relative Performance** – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

**DOMAIN II OBJECTIVES:** Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

**DOMAIN III: CLOSING THE GAPS** - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).*

### Distinction Designations Earned:

ELA/Reading

Science

Comparative Academic Growth

Postsecondary Readiness

Comparative Closing the Gaps

### ALL STUDENT POPULATIONS

#### PERFORMANCE OBJECTIVE:

- To identify student's strengths and weaknesses in order to devise an effective academic plan that will improve student performance allowing students to make accelerated growth by the end of the year.

#### STRATEGY DESCRIPTION(S):

- Ongoing analysis of student data after common assessments and benchmarks to address curriculum planning.
- Utilization of student data to pull small groups for target interventions.
- Participate in ongoing district professional development in Tier 1 Best Practices.



**PERFORMANCE OBJECTIVE:**

- Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students.
- Focus on teaching using workshop model for an in-depth understanding and implementation of teaching fiction and non-fiction text, bridging reading with writing.

**STRATEGY DESCRIPTION(S):**

- Provide trainings on Reader Workshop and Units of Study, as well as district staff supporting Collins's teachers on campus throughout the year.
- Provide trainings on components of CISD Reads and Writes, including Read Aloud, Shared Reading, Guided Reading, and Independent Reading.

## WRITING

**PERFORMANCE OBJECTIVE:**

- Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices.

**STRATEGY DESCRIPTION(S):**

- Staff development provided at the Homegrown Writing Institute to train on the Writer's Workshop approach to teaching writing using the Lucy Calkins Units of Study.

## MATH

**PERFORMANCE OBJECTIVE:**

- Increase students' problem solving ability through targeted small group instruction, multi-step problems embedded throughout instruction and assessment, and increased student data tracking.
- Teachers will utilize small group instruction with a focus on students in the STAAR performance Masters level, including enrichment activities to extend learning and growth.

**STRATEGY DESCRIPTION(S):**

- Use process standards in all phases of planning.
- Focus on building problem solving strategies across all readiness TEKS.
- Use of student completed heat maps for each unit assessment.
- Teachers will utilize TPSP, small group, Math Workshop, and project based learning to grow performance at the Master's Level.

## SOCIAL STUDIES

**PERFORMANCE OBJECTIVE:**

- Teachers will plan/teach lessons that apply critical thinking skills to organize and use information acquired through a variety of sources, including technology that analyze information.

**STRATEGY DESCRIPTION(S):**

- Teacher will attend CISD World Cultures and Technology Planning day four times this year.
- Planning based on data analysis will take place during PLC that focuses on applying critical-thinking skills to organize and use information acquired through a variety of sources.
- Create formative assessments that include information acquired through technology and other sources that analyze information

## SCIENCE

**PERFORMANCE OBJECTIVE:**

- To increase TEKS 5.2D from 81% to 83% using data from the 2020 STAAR Test
- Teachers will provide instruction on analyzing data to formulate reasonable explanations, communicate valid conclusions, and predict trends.



#### STRATEGY DESCRIPTION(S):

- Continue to work with students in small group setting and to implement strategies of CISD Investigates with fidelity and consistency.
- Align common assessments with the current STAAR data and rigor of questioning.
- Science Instructional Staff will provide training and support on CER (claim, evidence, reasoning).
- Planning will take place during PLC time to create lessons for students to write CERs.

#### HEALTH

**PERFORMANCE OBJECTIVE:** 85 % of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

#### STRATEGY DESCRIPTION(S):

- Provide instruction that incorporates a high percentage of engaged time.
- Provide instruction that allows individuals to demonstrate competency in a variety of motor skills and movement patterns.

#### AT-RISK AND SPECIAL POPULATIONS

##### STRATEGY DESCRIPTION(S): (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- All teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.
- Adapt content, methodology and/or delivery of instruction to eliminate barriers to accessing the curriculum and meet individual needs.
- Provide Rtl through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students.
- Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students.
- Ensure ELL students receive appropriate English language acquisition and sheltered instruction.

#### POSTSECONDARY READINESS INDICATORS

##### POST-SECONDARY READINESS

Attendance rate will increase from 98.2% in 2018/19 to 98.5% in 2019/20.

##### Meet eligible campus Academic Achievement Distinction Designations (AADD)

*50% of indicators will be in top quartile*

##### Meet Top 25% in Student Progress Distinction Designations

*Top quartile of campus comparison group in performance for student progress*

##### Meet Top 25% in Closing Performance Gaps Distinction Designations

*Top quartile of campus comparison group in performance for closing performance gaps*

##### Meet eligible Postsecondary Readiness Distinction Designations

*50% of indicators will be in top quartile*

#### PERFORMANCE OBJECTIVE:

- Encourage student achievement and high attendance for all students by increasing student participation in the identification and tracking of individual student goals throughout the year.

#### STRATEGY DESCRIPTION(S):

- Collaborate with district representative for strategies to improve school attendance, communicate expectations for attendance to parents, and implement incentive programs to encourage attendance.
- Contact with (Contact or Communicate with) parents of students who have excessive absences to create a plan for improved attendance.
- Ongoing daily attendance percentage reminders in Campus Newsletter to encourage school attendance.
- Incentive program (NEAT Program) to encourage school attendance.



## FINANCIAL RESOURCES

General Operating, Elementary and Secondary  
State Compensatory Education Funds  
Title Funds  
IDEA, Part B  
Bilingual Allotment Funds  
Gifted and Talented Allotment Funds

## ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation  
Professional learning opportunities provided throughout the year.

## FORMATIVE EVALUATIONS

### NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments  
CISD Benchmarks at passing rate  
Staff Development: track number attending per campus; target for specific campus needs

## SUMMATIVE EVALUATIONS

### JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

## PROJECT MANAGERS

Principal, Assistant Principal

## Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

**PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.**

### STRATEGY DESCRIPTION(S):

- Improve qualifications of teachers by providing opportunities to attend high quality workshops and trainings.
- Provide opportunities for teachers to attend specialized training such as GT, ESL, working with students from poverty, etc.
- Provide mentor support for beginning teachers.

<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Managers</b>	Principal, Assistant Principal



## Goal 3: PARENTS AND COMMUNITY

**PERFORMANCE OBJECTIVE: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.**

### STRATEGY DESCRIPTION(S):

- Utilize the CISD and campus website to promote campus and district events and information for parents, families, and communities.
- Utilize the Parent bi-monthly Newsletter to keep parents informed of events and happenings at campus and district level.
- Utilize Parent Surveys to determine how to improve opportunities for student enrichment.
- Hold bi-monthly Team Leader Meetings to ensure teacher collaboration within each department/grade.
- Hold bi-monthly CORE Team Meetings to ensure information is distributed from district level and then make a collaborative effort to create a strong learning atmosphere.
- Parent informational meetings
  - GT
  - Parent Information Night
  - Incoming 5th
  - Advanced Math for outgoing 6th grade parents

<b>Financial Resources</b>	Campus budget, Title Funds
<b>Additional Resources</b>	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
<b>Monitoring Timeline</b>	Formative - November, January; Summative – July
<b>Formative Evaluation</b>	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
<b>Summative Evaluation</b>	Meet Performance Indicators for Campus
<b>Project Manager</b>	Principal

## Goal 4: SAFE SCHOOLS

**PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.**

### STRATEGY DESCRIPTION(S):

- Re-evaluate, refine, and update the Reunification Plan, procedures for the Medical Crisis Team, and procedures for our Power Outage Plan.
- Provide student education in Safe Schools and personal safety/wellness through the implementation of programs on character development including:
  - Conflict resolution – teacher and administrative redirection
  - Restorative Practice – counselor (with parental approval) conducts “restorative chats” with students after a conflict has been deescalated to focus on mending the relationship
  - Life/Coping Skills – mentoring, counseling
  - Appropriate Online Behavior and the dangers of Social Media
  - Drug, Alcohol, Vaping, and Tobacco awareness
  - Red Ribbon Week – Focus on Student Health
- Implement a positive, proactive, and instructional approach to classroom management through CHAMPS.
- Implement a campus wide positive, proactive, and instructional approach to behavior through the implementation of PBIS Foundations.
- Promote clubs and organizations in areas of interest to promote student involvement in school.

<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative- November, January; Summative - July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity, and safety drills for campus



**Summative Evaluation** Clean safety audit  
**Project Manager(s):** Principal, Assistant Principal

## Goal 5: TECHNOLOGY

**PERFORMANCE OBJECTIVE:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

**STRATEGY DESCRIPTION(S):**

- Provide meaningful opportunities for students to access technology for learning.
- Increase student opportunities for utilizing technology across the curriculum areas.
- Provide staff development on integration of technology across the curriculum.

**Financial Resources** Campus budget, Title Funds  
**Additional Resources** Technology staff  
**Monitoring Timeline** Formative - November, January; Summative - July  
**Formative Evaluation** Record of professional development in technology and verify Campus and District Technology Plans align with strategies  
**Summative Evaluation** Meet Performance Indicators for STaR Report  
**Project Manager(s):** Principal, Assistant Principal, Technology Liaison



# STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

## SCE

Strategy	Activity	Funds Budgeted	FTE
Goal 1 At Risk # 1,2,3,4	Technology for At-Risk Students	\$2,000.00	0.00
Goal 1 At Risk # 1,2,3,4	Instructional Materials for At-Risk Students	\$3,850.00	0.00
Goal 1 At Risk # 1,2,3,4	Instructional Support for At-Risk Students	\$68,272.00	1.00
	<b>TOTAL SCE</b>	<b>\$74,122.00</b>	<b>1.00</b>

## TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Goal 1 At Risk # 1,2,4	Academic Tutorials	\$1,500.00	0.03
Goal 1 At Risk # 1,2,4	Technology	\$500.00	0.00
Goal 1 At Risk # 1,2,4	Books	\$500.00	0.00
Goal 1 At Risk # 1,2,4	Instructional Materials	\$500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$3,000.00</b>	<b>0.03</b>



# Data Summary Report 2019-2020

Elementary/Intermediate Campus: Collins Intermediate

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

97% scored Approaches Grade Level Standards  
80% scored Meets Grade Level Standards  
59% scored Masters Grade Level Standards

#### 2019-2020 Goals:

98% will score Approaches Grade Level Standards  
81% will score Meets Grade Level Standards  
60% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

80% Met Expected or Accelerated Growth Measure

#### 2019-2020 Goals:

81% Will meet Expected or Accelerated Growth Measure

### DOMAIN III – CLOSING THE GAPS

## ALL STUDENTS – ALL SUBJECTS

#### 2018-2019 Performance:

**Economically Disadvantaged Students**  
89% scored Approaches Grade Level Standards  
57% scored Meets Grade Level Standards  
37% scored Masters Grade Level Standards  
**Focus Student Group: Special Education**  
77% scored Approaches Grade Level Standards  
32% scored Meets Grade Level Standards  
17% scored Masters Grade Level Standards  
**Focus Student Group: EL**  
90% scored Approaches Grade Level Standards  
62% scored Meets Grade Level Standards  
42% scored Masters Grade Level Standards

#### 2019-2020 Goals:

**Economically Disadvantaged Students**  
90% will score Approaches Grade Level Standards  
58% will score Meets Grade Level Standards  
38% will score Masters Grade Level Standards  
**Focus Student Group: Special Education**  
78% will score Approaches Grade Level Standards  
33% will score Meets Grade Level Standards  
18% will score Masters Grade Level Standards  
**Focus Student Group: EL**  
91% will score Approaches Grade Level Standards  
63% will score Meets Grade Level Standards  
43% will score Masters Grade Level Standards

## READING/ELA

#### 2018-2019 Performance:

**Economically Disadvantaged Students**  
86% scored Approaches Grade Level Standards  
55% scored Meets Grade Level Standards  
35% scored Masters Grade Level Standards  
**Focus Student Group: Special Education**  
69% scored Approaches Grade Level Standards  
33% scored Meets Grade Level Standards  
14% scored Masters Grade Level Standards  
**Focus Student Group: EL**  
87% scored Approaches Grade Level Standards  
57% scored Meets Grade Level Standards  
34% scored Masters Grade Level Standards

#### 2019-2020 Goals:

**Economically Disadvantaged Students**  
87% will score Approaches Grade Level Standards  
56% will score Meets Grade Level Standards  
36% will score Masters Grade Level Standards  
**Focus Student Group: Special Education**  
70% will score Approaches Grade Level Standards  
34% will score Meets Grade Level Standards  
15% will score Masters Grade Level Standards  
**Focus Student Group: EL**  
88% will score Approaches Grade Level Standards  
58% will score Meets Grade Level Standards  
35% will score Masters Grade Level Standards





WRITING

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>n/a</u>% scored Approaches Grade Level Standards  <u>n/a</u>% scored Meets Grade Level Standards  <u>n/a</u>% scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>n/a</u>% scored Approaches Grade Level Standards  <u>n/a</u>% scored Meets Grade Level Standards  <u>n/a</u>% scored Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>n/a</u>% scored Approaches Grade Level Standards  <u>n/a</u>% scored Meets Grade Level Standards  <u>n/a</u>% scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>            ___% will score Approaches Grade Level Standards            ___% will score Meets Grade Level Standards            ___% will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>            ___% will score Approaches Grade Level Standards            ___% will score Meets Grade Level Standards            ___% will score Masters Grade Level Standards  <b>Focus Student Group: EL</b>            ___% will score Approaches Grade Level Standards            ___% will score Meets Grade Level Standards            ___% will score Masters Grade Level Standards</p>

MATH

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>94</u>% scored Approaches Grade Level Standards  <u>63</u>% scored Meets Grade Level Standards  <u>38</u>% scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>88</u>% scored Approaches Grade Level Standards  <u>33</u>% scored Meets Grade Level Standards  <u>21</u>% scored Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>94</u>% scored Approaches Grade Level Standards  <u>67</u>% scored Meets Grade Level Standards  <u>44</u>% scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>95</u>% will score Approaches Grade Level Standards  <u>64</u>% will score Meets Grade Level Standards  <u>39</u>% will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>89</u>% will score Approaches Grade Level Standards  <u>34</u>% will score Meets Grade Level Standards  <u>22</u>% will score Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>95</u>% will score Approaches Grade Level Standards  <u>68</u>% will score Meets Grade Level Standards  <u>45</u>% will score Masters Grade Level Standards</p>

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>n/a</u>% scored Approaches Grade Level Standards  <u>n/a</u>% scored Meets Grade Level Standards  <u>n/a</u>% scored Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>  <u>n/a</u>% scored Approaches Grade Level Standards  <u>n/a</u>% scored Meets Grade Level Standards  <u>n/a</u>% scored Masters Grade Level Standards  <b>Focus Student Group: EL</b>  <u>n/a</u>% scored Approaches Grade Level Standards  <u>n/a</u>% scored Meets Grade Level Standards  <u>n/a</u>% scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>            ___% will score Approaches Grade Level Standards            ___% will score Meets Grade Level Standards            ___% will score Masters Grade Level Standards  <b>Focus Student Group: Special Education</b>            ___% will score Approaches Grade Level Standards            ___% will score Meets Grade Level Standards            ___% will score Masters Grade Level Standards  <b>Focus Student Group: EL</b>            ___% will score Approaches Grade Level Standards            ___% will score Meets Grade Level Standards            ___% will score Masters Grade Level Standards</p>



SCIENCE

**2018-2019 Performance:**

**Economically Disadvantaged Students**

81% scored Approaches Grade Level Standards

52% scored Meets Grade Level Standards

38% scored Masters Grade Level Standards

**Focus Student Group: Special Education**

72% scored Approaches Grade Level Standards

28% scored Meets Grade Level Standards

11% scored Masters Grade Level Standards

**Focus Student Group: EL**

89% scored Approaches Grade Level Standards

63% scored Meets Grade Level Standards

58% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

82% will score Approaches Grade Level Standards

53% will score Meets Grade Level Standards

29% will score Masters Grade Level Standards

**Focus Student Group: Special Education**

73% will score Approaches Grade Level Standards

29% will score Meets Grade Level Standards

12% will score Masters Grade Level Standards

**Focus Student Group: EL**

90% will score Approaches Grade Level Standards

64% will score Meets Grade Level Standards

59% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		Special Education, English Learners
Achievement Math		Special Education, Economically Disadvantaged
Growth Reading		Special Education
Growth Math	American Indian, Economically Disadvantaged, Special Education	Special Education
Student Success		Special Education
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	N/A
School Quality		Special Education
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

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