

Allen Independent School District
Curtis Middle School
Improvement Plan
2020-2021



Mission Statement

Curtis Middle School fosters an inclusive, engaging environment to develop successful, life-long learners.

Vision

Growth for All

Value Statement

We believe every child deserves the highest quality education.

We believe the development of citizenship in all students is essential to a complete education.

We hold ourselves accountable to every child who walks through our door.

We believe the development of leadership throughout the organization is critical to our success.

We are responsible for building upon the sense of community we have inherited.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Curtis Middle School is a middle school in Allen ISD serving grades 7 and 8 with about 1420 students. Curtis Middle School has been open for 27 years serving our community. Student enrollment has increased steadily over the past 4 years. Our 18-19 enrollment data shows 47.92% white, 21.91% Asian, 10.67% Hispanic and 13.71% African American. There are 4.59% claiming more than two races.

The attendance rate at Curtis MS is 97.2%, 1.6% above the state average. The campus attributes this achievement to strong partnership with our families and a focus on building relationships between students and staff to promote high quality education. The school is mainly a neighborhood school with 4 feeder schools close to Curtis and 3 feeder elementary schools coming from the northwest quadrant of the city. Curtis MS has 12 general education buses serving our campus mainly for those 3 feeder areas. Curtis MS has 5 Special Education buses serving our students.

Curtis MS student groups include 3.6% English language learners (ELs), 15.3% gifted and talented, and 10% special education. 14.1% of the population is economically disadvantaged and the mobility rate is 6.4%.

Demographics Strengths

Curtis MS has many strengths. Some of the most notable demographic strengths include:

1. The attendance rate at Curtis MS is 97.2% and continues to stay within the campus and district target of 95% or higher.
2. Curtis MS retains experienced staff with limited turn over.
3. Curtis MS has numerous clubs and organizations to incorporate all students in organizations in order to help students find common interests and make friends to stay engaged in school. Every year we continue to add clubs based on students' interests.
4. Our administration and counseling teams work closely to address the needs of students who move in and have systems in place to support those students in the transition.
5. Special programs align with the needs and desires of students and parents.

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
- Federal Report Card Data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data





Goals

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Curtis MS will increase support for students with behavior concerns to prevent and decrease behaviors and increase achievement.

Strategy 1: Create a supplemental learning program, in addition to Young Men's Leadership, for students to support behaviors.		
Strategy's Expected Result/Impact: Decreased referrals and increased achievement		Formative
Staff Responsible for Monitoring: Counselors, Administrators, Teachers		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	May
ESF Levers: None	None	Summative
		May
Strategy 2: Provide consistent, structured transition systems and consistent check ins for students returning from alternative placements.		
Strategy's Expected Result/Impact: Decrease in behaviors and increase in achievement		Formative
Staff Responsible for Monitoring: Administrators, Counselors, Teachers		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	May
ESF Levers: None	None	Summative
		May

Strategy 3: Provide teacher training on behavioral strategies to use in their classrooms with students.

Strategy's Expected Result/Impact: Increased teacher ability, decrease in disruptive behaviors, increase in student achievement		Formative Dec Mar May Summative May
Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Curtis MS will continue working through PLC and vertical teams for collaboration, alignment and adjustment to student skill deficits.

Strategy 1: In department meetings, teachers will identify deficit skills students have and develop strategies to address those skills across grade levels.	
Strategy's Expected Result/Impact: Increased vertical alignment, increased student achievement	Formative
Staff Responsible for Monitoring: Teachers, Instructional Leaders, Instructional Coaches, Administrators	Dec
Title I Schoolwide Elements: None	Mar
TEA Priorities: None	May
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: PLCs will utilize student data to identify skill deficit trends and design interventions to address those skills.	
Strategy's Expected Result/Impact: Increase student achievement	Formative
Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches	Dec
Title I Schoolwide Elements: None	Mar
TEA Priorities: None	May
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 3: Expand instructional best practices in all classrooms to meet student needs both virtually and in person.	
Strategy's Expected Result/Impact: Increased student achievement	Formative
Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches	Dec
Title I Schoolwide Elements: None	Mar
TEA Priorities: None	May
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	



No Progress



Accomplished







Continue/Modify



Discontinue

Performance Objective 3: Curtis MS will consistently and in a variety of ways, communicate to community members to support campus needs for academic and non-academic reasons.





Strategy 1: Communicate to families through PTA newsletters, facebook, twitter, website and campus school messenger.		
Strategy's Expected Result/Impact: Increased communication to community, increase resources for campus		Formative
Staff Responsible for Monitoring: Administrators, staff		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	May
ESF Levers: None	None	Summative
		May
Strategy 2: Provide/coordinate service and volunteer opportunities at Allen Food Pantry and ACO throughout the school year.		
Strategy's Expected Result/Impact: Increase in community outreach and support, service opportunities for NJHS, PALS, etc.		Formative
Staff Responsible for Monitoring: Club sponsors, teachers		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	May
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Curtis MS will implement a Tracks class to support students developing graduate profile skills: effective problem solver, responsible and engaged citizens, academically prepared for future pursuits and effective communicators.

Strategy 1: Tracks classes will provide academic monitoring for all students.		
Strategy's Expected Result/Impact: Increased student success		Formative
Staff Responsible for Monitoring: Tracks teachers, teachers		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	May
ESF Levers: None	None	Summative
		May
Strategy 2: Tracks teachers will communicate with all other teachers to support student academic and social emotional support.		
Strategy's Expected Result/Impact: Increased staff checking on student success, increased student success		Formative
Staff Responsible for Monitoring: Tracks teachers, Counselors, Administrators, Teachers		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	May
ESF Levers: None	None	Summative
		May

Strategy 3: Tracks classes will work with counselors to provide social emotional support for all students.

Strategy's Expected Result/Impact: Increased student success		Formative Dec Mar May Summative May
Staff Responsible for Monitoring: Tracks teachers, Counselors, Administrators		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Curtis MS will provide information during the school year to students and families to help increase knowledge of and promote participation in Pre AP courses.


Strategy 1: Create informational videos for parents and students about Pre AP Courses and make those available to parents in a variety of ways.	
Strategy's Expected Result/Impact: Parents and students gain knowledge of Pre AP courses, increase in Pre AP enrollment	Formative
Staff Responsible for Monitoring: Counselors, Teachers, Administrators	Dec
Title I Schoolwide Elements: None	Mar
TEA Priorities: None	May
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Tracks classes will discuss Pre AP course information throughout the year as they discuss endorsements and college and career paths.	
Strategy's Expected Result/Impact: Increased knowledge and confidence in selecting Pre AP courses	Formative
Staff Responsible for Monitoring: Tracks teachers, Counselors, Administrators	Dec
Title I Schoolwide Elements: None	Mar
TEA Priorities: None	May
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 3: Provide timelines for course registration for teachers to have conversations with students who may be good candidates for moving into Pre AP courses.

Strategy's Expected Result/Impact: Increase Pre AP course enrollment	Formative
Staff Responsible for Monitoring: Counselors, Tracks teachers, Teachers	Dec
Title I Schoolwide Elements: None	Mar
TEA Priorities: None	May
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Curtis MS will increase information available to parents regarding GT testing and qualifications for GT programs.

Strategy 1: Create informational videos and brochures for parents about the GT program and qualification process and make these available early in the year.

Strategy's Expected Result/Impact: Increase awareness and identification of GT learners

Staff Responsible for Monitoring: Counselors, Administrators, GT Coordinator

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Dec


Mar


May

Summative

May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.





Performance Objective 1: Curtis MS will close/decrease achievement gap among students groups, focusing on "meets grade level" performance indicator.

Strategy 1: Staff will use assessment data, classroom observation data, SLO data to track student progress and identify students needing targeted interventions.	
Strategy's Expected Result/Impact: Increased teachers knowledge of student skills and increased student achievement	Formative
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators	Dec
Title I Schoolwide Elements: None	Mar
TEA Priorities: None	May
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Increase academic interventions before, during and after school.	
Strategy's Expected Result/Impact: Increase in opportunities for interventions with students, increased student achievement	Formative
Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches	Dec
Title I Schoolwide Elements: None	Mar
TEA Priorities: None	May
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	





Strategy 3: Increase small group instruction during instructional period.

Strategy's Expected Result/Impact: Increase in student achievement		Formative Dec Mar May Summative May
Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 2: Curtis MS will provide effective, targeted intervention to support special populations.

Strategy 1: Teachers will regularly track academic progress and determine specific student needs for intervention.		
Strategy's Expected Result/Impact: Increased interventions, increased student achievement		Formative
Staff Responsible for Monitoring: Teachers, Administrators, Counselors		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	May
ESF Levers: None	None	Summative
		May
Strategy 2: Teachers will provide additional intervention opportunities before and after school for virtual and in person learners.		
Strategy's Expected Result/Impact: Increased student achievement		Formative
Staff Responsible for Monitoring: Teachers, Administrators, Counselors		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	May
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Curtis MS will increase student achievement for English Learners.

Strategy 1: Teachers will utilize effective, research-based instructional strategies for language acquisition to promote high levels of learning.		
Strategy's Expected Result/Impact: Increased student achievement		Formative
Staff Responsible for Monitoring: Teachers, EL Facilitator, Administrators, Instructional coaches		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	May
ESF Levers: None	None	Summative
		May
Strategy 2: Staff will track academic progress of English Learners to determine intervention needs and ensure adequate progress.		
Strategy's Expected Result/Impact: Increase student achievement, increase student's exiting EL program		Formative
Staff Responsible for Monitoring: EL facilitator, Teachers, Administrators, Counselors		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	May
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: Curtis MS will continue an emphasis on campus wide communication and transparency in decision making processes to ensure our campus is adapting to students needs.

Strategy 1: Discussion and work with OHI survey results to address needs of staff to best support students.		
Strategy's Expected Result/Impact: Increased staff skills, increased student achievement		Formative
Staff Responsible for Monitoring: Administrators, Teachers, Staff		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	May
ESF Levers: None	None	Summative
		May
Strategy 2: Continue campus communication weekly to all staff, monthly through department heads and team leaders and multiple times a week through PLC.		
Strategy's Expected Result/Impact: Campus stays informed on processes, needs, goals and keep our campus moving forward		Formative
Staff Responsible for Monitoring: Administrators, Leadership Team, Staff		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	May
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Campus Funding Summary

Addendums