

# Allen Independent School District

## Curtis Middle School

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

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

## Vision

Growth For All

Motto: Be Excellent. On Purpose.

## Core Beliefs

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.



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Curtis Middle School is a middle school in Allen ISD serving grades 7 and 8 with about 1370 students. Curtis Middle School has been open for 25 years serving our community. Student enrollment has increased steadily over the past 3 years. Last year the enrollment increased from the previous year by 1%. 17-18 enrollment data shows 52.4% white, 18.03% Asian, 12.9% Hispanic and 11.62% African American. There are 4.01% 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 10 buses serving our campus mainly for those 2 feeder areas.

Curtis MS student groups include 2.1% English language learners (ELLs), 17.8% gifted and talented, and 8.9% special education. 12% of the population is economically disadvantaged and the mobility rate is 5.2%.

### 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 little 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.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Based on enrollment data our at risk population is the fastest growing group of students with our current enrollment at 18.67% at risk.

**Problem Statement 2:** The latest campus report shows the mobility rate gradually increased from 5.1% to 5.7%. While we are below the district and state average, this number continuing to increase will impact our instruction.

## Student Achievement

### Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2017-2018 school year, Curtis Middle School met these targets:

- Overall Scaled Score - 96 - Met standard
- Student Achievement Scaled Score - 94 - Met Standard
- School Progress Academic Growth Scaled Score - 91 - Met Standard
- School Progress Relative Performance (Eco Dis: 11.7%) - Scaled Score - 86 - Met Standard
- Closing the Gaps - Scaled Score - 100 - Met Standard

These scores resulted in Curtis MS receiving a 2018 Texas Accountability *Met Standard* rating.

Curtis MS 2018 Distinction Designations included:

- Science
- Social Studies
- Comparative Academic Growth
- Postsecondary Readiness
- Comparative Closing the Gaps

Algebra I EOC scores: 100% Meets and 96% Mastered

- 7th Grade Writing: 2018 - Approaches 90%; Meets 75%; Masters 37%
- 7th Grade Reading: 2018 - Approaches 93%; Meets 79%; Masters 57%
- 8th Grade Reading: 2018 - Approaches 97%; Meets 76%; Masters 51%
- 7th Grade Math: 2018 - Approaches 93%; Meets 76%; Masters 54%
- 8th Grade Math: 2018 - Approaches 95%; Meets 69%; Masters 21%
- 8th Grade Science: 2018 - Approaches 94%; Meets 85%; Masters 63%

- 8th Grade Social Studies: 2018 - Approaches 94%; Meets 78%; Masters 63%

### **Student Achievement Strengths**

Curtis MS staff work hard to ensure students are successful. Our campus is proud of the many different student strengths including:

1. Exceeding the state targets in all areas.
2. Receiving 5 of 7 Distinction Designations.
3. Meeting all targets for closing the gaps.
7. Alg I EOC - 100% Meets and 96% Masters.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Our EL and Sped populations score lower than other students groups.

## School Culture and Climate

### School Culture and Climate Summary

Curtis Middle School has a clear vision and mission that is shared with students, parents and staff. Curtis provides a safe school that students feel comfortable in. Curtis offers over 21 elective courses and over 25 clubs in order to get students involved and connected. Curtis offers course work at the gifted, Pre AP, on level and resource level to serve students needs. We added a GT science course this year to expand our gifted programming at the middle school level. Teachers and staff create annual goals to contribute to the success of the campus. Staff are provided positive notes, treats, birthday cards, and additional support on a regular basis. We have systems in place for staff to give input any time on ideas, concerns, thoughts, etc. Staff also have opportunities to praise each other with a pat on the back. Students are recognized and rewarded for good citizenship throughout the year. Our school has the motto of Be Excellent. On Purpose and promotes this with our students on a regular basis. The addition of homeroom has allowed us to involve all students in discussions and activities around diversity, inclusivity and team building.

### School Culture and Climate Strengths

1. CMS offers over 21 electives for students to take.
2. CMS offers over 25 clubs for students to participate in.
3. Students feel safe at Curtis.
4. Students know where to find help when needed.
5. Teachers and staff have input on goals for the year by team and as a whole campus.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** According to the student safety survey, 17% of students responded that more supervision in hallways and locker rooms would help them feel more safe.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Curtis Middle School has a low teacher turnover rate with dedicated staff to serve our students. Our staff attendance rate is 95% and our staff is dedicated to being in their classrooms as many days as possible to serve our students. Teachers set short term and long term goals to grow in their practices for student success.

### **Staff Quality, Recruitment, and Retention Strengths**

1. Staff turnover rate of 5.9% over three years.
2. Teachers are provided timely feedback regarding their performance.
3. Teachers are listened to and respected.
4. Staff works together to support each other and to support students.
5. All teachers are highly qualified.
6. Teachers are provided professional learning days from the district as well as campus support for attending professional learning off campus during the school year.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The curriculum, instruction and assessment focus at Curtis MS is guided by the TEKS and the district written curriculum documents. District curriculum documents include: pacing calendars, bundled curriculum, reporting categories, unit name/overview, TEKS statements, student expectations and district clarifications, readiness/supporting standards, guiding/essential questions, academic vocabulary, ELPS strategies, additional resources such as websites, technology, interactive whiteboard, signature labs, video clips, etc.

Staff provide common unit assessments in order to analyze data and provide targeted instruction for improvement. PLC's meet weekly to discuss pacing, CFA data, shared lessons, and Depth of Knowledge questions on unit assessments. During PLCs, instructional activities are aligned with student learning needs and expected outcomes for achievement. Assessments are developed with the purpose of measuring the impact of curriculum and instruction on students' learning.

Data is used to inform curriculum, instruction, and assessments decisions.

### **Curriculum, Instruction, and Assessment Strengths**

1. A strong curriculum focus while designing engaging lessons for students.
2. Utilizing quality resources: online textbooks, curriculum documents, updated technology, AWARE data, PLC collaboration, Fundamental Five instructional model.
3. An instructional specialists model where teachers collaborate with content area specialists as well as technology specialists for lesson design and execution.
4. Ability to interpret and use common assessment data to drive instructional decisions.
5. PLC Model of discussions centered around how the content will be taught or was taught based on data. Teachers look at common areas of struggle within the content to focus discussions.
6. Campus instructional coaches are utilized to support instruction.

## **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Analysis of the curriculum documents and resources shows a need for additional resources, instructional support and strategies to support EL and Sped students.

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

Curtis MS works very hard to create a family-friendly school environment. We partner with our parents to provide support for our students. Our campus reaches out to every family within the first two weeks of school to make a connection, say hello and answer any beginning of the year questions. We host our schedule pick up and meet the teacher nights with full staff to answer questions, help parents feel comfortable and allow students to start off on the right foot. We have a Digital Learning Parent Night to help our parents understand all the technology their children are utilizing on campus and at home through our servers. We teach parents how to support their child's digital learning and what it looks like at school and at home. We also provide to our parents training on social media and what to look for to help keep their children safe. Our webpage is updated daily to provide parents information and opportunities for involvement as well as support services from our community and opportunities for their children. Our PTA board is a strong board that provides a support for parents and our school. Parents report they feel welcomed and treated with respect when visiting our campus.

### **Parent and Community Engagement Strengths**

Curtis works hard to maintain these strengths:

1. Updated website for parent information, events, resources, etc.
2. Parent communication in English and Spanish.
3. Parent Cougar Camp for all 7th grade parents for orientation to middle school.
4. Social Media communication for celebrations, news, upcoming events, showcases, etc.
5. Digital Learning Parent Night to support parents in how their child uses technology in their learning.
6. Career Technical Education Parent Night.
7. AIM for Success Parent Preview Night.
8. Welcome feedback from parents when they visit our building.

9. Community resources and services are plentiful.

10. Parents included in critical decision-making

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parents need to learn strategies to support their child's success.

## **School Context and Organization**

### **School Context and Organization Summary**

Curtis Middle School has high expectations for staff and students. Teachers work in collaborative teams using data and best practices to design engaging work for students. Data reflects strong teamwork, manageable class sizes and a master schedule to accommodate student's class selection. Teachers go above and beyond with their students to help them be successful. The organization works to maintain consistency in expectations from class to class and all throughout the building including cafeteria, hallways, outside the school, etc

### **School Context and Organization Strengths**

1. Teachers focus on student growth.
2. Tutoring systems are in place to support students in multiple settings on multiple days and times.
3. Teachers are preteaching some students before the first teach in order to give them some background to be more successful in the classroom.
4. Pre AP, Gifted and Talented, On Level, and Resource level classes are offered to meet students' needs.
5. Teachers and staff have high expectations for themselves and their students.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Providing more support for our learners who need it in a structured way.

## **Technology**

### **Technology Summary**

Curtis Middle School has a device to student ratio of 1/1.5. We have 5 desktop PC computer labs for sign up, 4 ipad carts for sign up, 9 chromebook carts for check out and 8 laptop carts for checkout. In addition, we have 6 computer classrooms serving students every period daily. Our network supports students using their own devices in addition to the district devices. Technology applications are supported throughout the campus and teachers are proficient in use to benefit students. We have a campus technician assigned to Curtis to troubleshoot hardware and software issues. We have a technology instructional specialist to support teachers in how to utilize technology to enhance and enrich instruction. We have interactive white boards and document cameras in every classroom. Our teachers utilize these daily. Our teachers utilize Canvas - a district supported learning management system - for every student. We utilize AWARE for assessment data and analyzing student progress.

### **Technology Strengths**

Technology strengths include:

1. Plenty of devices to utilize with instruction
2. Teachers who are trained and proficient in using the technology
3. Technology instructional specialist to support teacher learning
4. Campus technician to help trouble shoot in order to have technology working to serve students

# 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
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data





# Goals

## Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 1:** In 2018-2019, CMS will provide additional resources and supports than the previous academic year to increase STAAR achievement by special programs populations.

**Evaluation Data Source(s) 1:** Local assessments, benchmarks, STAAR

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p>	Teachers Administrators	Increased masters level on STAAR				
Funding Sources: Gifted/Talented - 412000.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p>	Teachers Administrators Counselors	Increase success for at-risk students				
Funding Sources: School Excellence Initiative - 9000.00						
<p>3) Provide supplemental learning experiences for students promoting career and technical development for industry and college readiness.</p>	Teachers Administrators Counselors	Increased enrollment in CTE courses				
Funding Sources: CTE - 529000.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.</p>	Teachers Administrators Counselors	Increased student success on TELPAS and STAAR				
Funding Sources: ESL - 0.00						

<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Provide supplemental learning experiences and services for special education students to support individual learning needs.</p>	<p>Teachers Administrators Counselors</p>	<p>Increased student success</p>				
<p>Funding Sources: Special Education - 772000.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p>	<p>Teachers Administrators Counselors</p>	<p>Increased students success/growth</p>				
<p>Funding Sources: Comp Ed - 40000.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>7) Utilize homeroom for additional instructional support - goal setting, grade checking, and organization.</p>	<p>Teachers Administrators</p>	<p>Increased student success in grades and on STAAR</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>8) Added resources for student practice - Zinc via springboard, IXL for math, Kahn academy, istation, lead4ward resources</p>	<p>Teachers Administrators</p>	<p>Increased student success in class and on STAAR</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>9) Staff development focused on EL, SpEd and dyslexia</p>	<p>Administrators Staff</p>	<p>Increased success in class and on STAAR</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>10) Increase NJHS tutoring communication and develop specialized skills for tutors to work with students on such as organization</p>	<p>Administrators NJHS Sponsor Teachers</p>	<p>Increased student success in class and on STAAR</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>11) School wide system of communication for struggling students</p>	<p>Administrators Counselors Teachers Registrar</p>	<p>Increased student success</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>12) Staff will monitor halls and locker rooms consistently to create a safe, positive, inclusive environment</p>	<p>All staff</p>	<p>Students feel safe at school and share that on the survey</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>13) Create and communicate a campus wide tutoring schedule</p>	<p>Teachers Administrators Counselors</p>	<p>Increased students success</p>				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress








= Discontinue








## Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.

**Performance Objective 1:** In 2018-2019, CMS will have all students assigned to a mentor teacher in homeroom setting that meets daily to provide opportunities for developing relationships with students to promote student academic social and emotional success.

**Evaluation Data Source(s) 1:** Attendance, student surveys, parent surveys, teacher surveys,

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) In homeroom, teachers will help students set goals each 9 week period.</p>	Homeroom teachers Counselors	Increase student success				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) In homeroom, teachers will complete grade checks throughout the 9 week period to support academic success of students.</p>	Homeroom teachers	Increase student success				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) In homeroom, teachers will complete team activities/lessons in which students recognize the similarities and respect the differences between each other.</p>	Homeroom teachers Administrators	Students develop understanding and acceptance of students different from them.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) In homeroom, teachers will lead discussions around Allen ISD character traits and their impact on our school and our world.</p>	Homeroom teachers Administrators Counselors	Increased awareness of character traits and how they impact students' lives daily.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>5) Parent education nights to provide additional resources for parents to support their students.</p>	Administrators Counselors	Parent Surveys				

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>6) In homeroom, discussions around club opportunities, club activities and how to get involved with clubs will take place.</p>	<p>Homeroom teachers Homeroom committee</p>	<p>Increase student involvement in clubs Students connect with students who have similar interests.</p>				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.**

**Performance Objective 1:** In 2018-2019, CMS will develop systems to increase teacher leadership capacity to support student learning.

**Evaluation Data Source(s) 1:** student assessment data, reflection journals for learning purposes, quarterly surveys

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>1) All staff will have choice in professional learning during the school year.</p>	Administrators Staff	Increased teacher capacity				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Teachers will visit peers' classrooms to increase their capacity around instructional practices.</p>	Administrators Instructional Coaches	Increased teacher capacity				
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>3) Instructional leaders and department heads will participate in a book study on the type of leadership they provide within the school.</p>	Administrators Department Heads Instructional Leaders	Increased leadership capacity within staff				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						



# Campus Funding Summary

<b>School Excellence Initiative</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$9,000.00
<b>Sub-Total</b>					<b>\$9,000.00</b>
<b>Comp Ed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$40,000.00
<b>Sub-Total</b>					<b>\$40,000.00</b>
<b>Gifted/Talented</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$412,000.00
<b>Sub-Total</b>					<b>\$412,000.00</b>
<b>ESL</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>CTE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$529,000.00
<b>Sub-Total</b>					<b>\$529,000.00</b>
<b>Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$772,000.00
<b>Sub-Total</b>					<b>\$772,000.00</b>
<b>Grand Total</b>					<b>\$1,762,000.00</b>