

Cedar Hill Independent School District

Bessie Coleman Middle School

2019-2020 Campus Improvement Plan



Mission Statement

The staff and students of Bessie Coleman School believe that anything is possible through collaboration, rigor, relevance, and relationships. We are committed to becoming a national premier middle school by providing an excellent, effort-based education for all students.

Vision

Bessie Coleman Middle School will be a premier school preparing our students to become global competitors.

Value Statement

Our values are based on the Six Pillars of Character. Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship shape who we are, what we do, and how we educate our children.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bessie Coleman is a middle school serving grades 6-8 grade. Current enrollment is 769 students with 72% economically disadvantaged. The population is made up of approximately 71% African-American, 21% Hispanic, 4.0% White, 3.12% two or more, and 1.1% Asian. All available data will be analyzed and used for decisions concerning instruction, teaching, and learning. Bessie Coleman is a Title I school wide program campus and receives State Compensatory Education (SCE) Funds.

School make-up 2018-2019						
	Students (Fall Peims)	Staff (2017 TAPR)	Community (US Census)			
Total	769	64	48710			
Male	55.79%	28.80%				
Female	44.21%	73.20%				
Hispanic	21.46%	7.60%	21.80%			
American Indian	0.26%	0.4	0.1			
Asian	0.65%	0.6	2.50%			
African American	71.26%	7.60%	53.80%			
Pacific Islander	0.0	0.00%	0.00%			
White	4.0%	33.00%	19.40%			
2 or More	3.12%	1.50%	3.60%			
At-Risk	50.4%	N/A				
Economic Dis	68.79%	N/A	*11.0%			
Title 1 Participation	100%	N/A	NA			
Gifted	3.9%	NA	NA			
Special Ed	8.84%	NA	NA			
CTE		NA	NA			
LEP	5.7%	NA	20.80%			

School make-up 2018-2019						
	2015-2016	2016-2017	2017-2018			
Attendance	96.29%	96.28%	95.5%			
Graduation (4year)						
Dropout Rate						
Teacher Years of Experience			Turnover Rate			
Begining	7.30%		2014-2015	2015-2016	2016-2017	2017-2018
1-5 Years	38.20%		31.70%	30.10%	24.00%	27.20%
6-10 Years	22.20%					
11-20 Years	25.10%					
Over 20	7.20%					

Demographics Strengths

Demographics Strengths Student enrollment has remained consistent over the last 3 years. Many students from surrounding districts are desiring to attend Cedar Hill ISD, but more specifically, Bessie Coleman Middle School. For the upcoming school year, 150 students will be enrolled in our academy. Campus has a strong, active All-Pro Dad's Chapter and an improved PTA presence.

Student Academic Achievement

Student Academic Achievement Summary

Bessie Coleman Middle School received a rating of Met Standard for the 2018-19 school year. 8th Grade scores are immediately below:

Domain 1 Data 2018- 2019															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More	Eco Dis	EL (Current)	EL (Current and Monitored)	Sped (Current)	Sped (Former)	Continuous Enrolled	Non Continuous Enrolled
% Approaches	72%	70%	76%	71%	67%	82%	-	71%	70%	63%	75%	34%	60%	72%	71%
% Meets	36%	35%	37%	43%	17%	35%	-	44%	34%	29%	43%	23%	24%	37%	34%
% Masters	14%	13%	17%	18%	0%	18%	-	14%	14%	13%	20%	9%	12%	16%	13%

Domain 3 Data															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met
Academic Achievement Status															

ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%	
Target Met	N	Y	Y						Y	Y	Y		N	N	
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%	
Target Met	N	Y	Y						Y	Y	Y		N	N	
Total Indicators															10

Growth Status															
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67	
Target Met	Y	Y	Y						Y	Y	Y		Y	Y	

Domain 1 Data 2018- 2019															
Mathematics Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70	
Target Met	N	Y	N						N	N	N		N	N	
Total Indicators															9
Graduation Rate Status															
Graduation Target															
Target Met															
Total Indicators															
English Language Proficiency Status															
ELP Target										36%					
Target Met										N					
Total Indicators															0
Student Success Status															
STAAR Component Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45	
Target Met	N	Y	Y	N				N	Y	Y	N	N	N	N	
Total Indicators															4

2019 STAAR 8th Grade Reading

	App	Meets	Masters
2018	76%	28%	12%
2019	87%	50%	17%

2019 STAAR 8th Grade Math

	App	Meets	Masters
2018	72%	26%	8%
2019	85%	45%	12%

2019 STAAR 8th Grade Science

	App	Meets	Masters
2018	57%	28%	7%
2019	73%	37%	14%

2019 STAAR 8th Grade Social Studies

	App	Meets	Masters
2018	44%	9%	2%
2019	59%	23%	11%

2019 STAAR 6th Grade Reading

	App	Meets	Masters
2018	50%	21%	8%
2019	65%	32%	18%

2019 STAAR 6th Grade Math

	App	Meets	Masters
2018	65%	29%	8%
2019	77%	35%	9%

2019 STAAR 7th Grade Reading

	App	Meets	Masters
2018	66%	38%	18%
2019	69%	36%	18%

2019 STAAR 7th Grade Math

	App	Meets	Masters
2018	55%	21%	6%
2019	59%	17%	1%

Student Academic Achievement Strengths

Bessie Coleman Middle School has MET STANDARD for consecutive years.

100% of all students passed the algebra 1 EOC.

Bessie Coleman Middle School earned two TEA distinctions:

- TOP 25%: COMPARATIVE ACADEMIC GROWTH
- TOP 25%: COMPARATIVE CLOSING THE GAPS

The campus experienced growth in all academic areas:

- Reading
- Math
- Science
- Social Studies
- Writing

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The campus didn't receive the points from TELPAS scoring. **Root Cause:** The number of teachers that have their ESL certification wasn't sufficient.

Perceptions

Perceptions Summary

Discipline Overview		
	2016-2017	2017-2018
Discipline Referrals	537	391
Out of School Suspensions	257	275
In School Suspensions	219	139
DAEP Placements	24	22

Classroom Removals by Ethnicity				
% of total Placements	White	African American	Hispanic	Other
In-School Suspension	2.60%	81.60%	12.20%	
Out-of-School Suspension	2.60%	85.70%	6.80%	
DAEP Placements	0.00%	100.00%	0.00%	

Attendance	2015-2016	2016-2017	2017-2018
Percentage	96.29	96.28%	95.50%

Perceptions Strengths

Students and staff members are recognized for their achievements. A variety of student clubs are offered to motivate students in their area(s) of interest.

- Campus activities have been created to draw parents to school activities and we have had higher parent attendance at school activities, such as athletic games, homecoming week activities, planning and chaperoning school dances, and open house.
- All- Pro Dads
- We have parents committed to participating in school functions.
- Individualized tutorial letters sent home for STAAR tutorials.
- Academic Nights with good parent attendance.
- Twitter is used to update about activities and classrooms, with pictures.
- Handwritten notes from admin following class visits to affirm.
- Empowering teachers to make decisions.

- CIC participation in campus climate and culture development and maintenance.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: Increase the campus overall score from 78 to 83 and earn at least four distinction designation based on the 2019-2020 Texas Accountability System.





Performance Objective 1: Improve Tier I instruction to be aligned to the Meets and Masters level of performance.

Evaluation Data Source(s) 1: Summative: STAAR percent of students performing at the Meets and Masters level of performance.
Formative: Benchmarks, focus checks, observation/coaching sessions, student work samples

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum</p> <p>1) Implement daily PLC's that allow for teacher reviewing of state standards, data review and best practices.</p> <p>Create a PLC framework for analyzing student work and assessments as well as discussing and analyzing best practices that aligns with Mastery level performance.</p>	2.4, 2.6	Principal, (Norman Jones) Assistant Principals (Teri Williams, Romey Caldwell) and Instructional Coaches (Trececa Clear and Asha Bell)	Student achievement will increase due to the teachers ability to collaborate with their team.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>ESF Levers Lever 2: Effective, Well-Supported Teachers 2) Instructional Leadership Team will conduct a minimum of 2 walkthroughs per 6 weeks on each teacher and provide feedback.</p>	2.4, 2.5, 2.6	Principal, (Norman Jones) Assistant Principals (Teri Williams, Romey Caldwell) and Instructional Coaches (Treeca Clear and Asha Bell)	Teachers will be able to refine their craft and student achievement will increase.				
<p>TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning 3) Send selected staff members (teachers, iCoach, and AP) to Gretchen Bernanbi writing PD in order to increase writing alignment across grade-levels.</p>	2.4	Principal, (Norman Jones) Assistant Principals (Teri Williams, Romey Caldwell) and Instructional Coaches (Treeca Clear and Asha Bell)	Teachers will learn best practices and strategies that will prepare their students to achieve mastery.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


Goal 1: Increase the campus overall score from 78 to 83 and earn at least four distinction designation based on the 2019-2020 Texas Accountability System.

Performance Objective 2: Develop a Response-to-Intervention process focused on meeting the needs of at-risk students.


Evaluation Data Source(s) 2: Benchmarks, Unit assessments, Student Work

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 1) Provide staff with PD on effective blended instruction models (e.g co-teaching, small group interventions) that support student growth.	2.4, 2.5, 2.6	Principal and Instructional Coaches	By increasing the critical thinking skills through student centered instruction, students will be able move tiers.				
TEA Priorities Build a foundation of reading and math 2) Employ tutors to assist students in ELAR and Math once a week throughout the spring.	2.4, 2.6	Principal	Scholars will experience academic growth and master essential standards.				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Instructional Coaches will work with teachers on providing interventions designed to address the academic needs of each student.	2.4, 2.5, 2.6	Principal and Instructional Leadership Team	By increasing the critical thinking skills through student centered instruction, students will be able move tiers.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Increase the campus overall score from 78 to 83 and earn at least four distinction designation based on the 2019-2020 Texas Accountability System.

Performance Objective 3: Increase the percentage of English Language Learners who improve their overall rating by at least one level on the 2019-2020 TELPAS scores from 17% to 40%.

Evaluation Data Source(s) 3: TELPAS SCORES from STAAR 2020

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Develop and Implement system wide instructional practices appropriate for English Language Learners.							
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) Ensure we have at least one ESL teacher per grade level.	2.4, 2.5, 2.6	Principal					
TEA Priorities Recruit, support, retain teachers and principals 3) Provide intentional intervention for ESL students.	2.4						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 1: Increase the campus overall score from 78 to 83 and earn at least four distinction designation based on the 2019-2020 Texas Accountability System.

Performance Objective 4: Increase all STAAR areas to follow the rule of 80 for meets and masters for all areas.

Evaluation Data Source(s) 4: STAAR 2020 results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Develop/Implement weekly intervention to take place on Wednesdays.	2.4, 2.6	Principal, IC	Those at the meets and masters level will continue to grow or maintain their level of achievement.				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 2) After school tutoring will be provided for scholars based on data.	2.4, 2.5	Instructional Coaches	Those at the meets and masters level will continue to grow or maintain their level of achievement.				
3) Track the data of scholars some they can see their progress.		IC					
Funding Sources: 211- ESEA: Title I, Part A - 10000.00							

Goal 2: Cultivate a positive climate and culture for all stakeholders, by an increase in climate survey results.


Performance Objective 1: Increase the importance of students achieving at the highest levels.

Evaluation Data Source(s) 1: District Benchmarks


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Students will be celebrated and rewarded for their achievement of district benchmark assessments in the areas of math, reading, science, and social studies</p>	2.4	Norman Jones, Principal	Student achievement will increase school-wide, especially at the meets and masters levels.				
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Academic ceremonies will highlight the achievements of those at the meets and masters level on any STAAR assessment.</p>	2.4	Norman Jones, Principal	Student achievement will increase due to having more resources that are aligned to the state standards				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Recognize students by grade level. (Students of the month, honor roll/ honor card, award ceremonies, high honor awards, and hall displays.)	2.4	Norman Jones, Principal and Awards Committe	Student achievement will increase at meets and masters level.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Cultivate a positive climate and culture for all stakeholders, by an increase in climate survey results.

Performance Objective 2: Discipline referrals to the office in regards to inappropriate physical contact, verbal and/or written threats, and safety violations will decrease by 10%

Evaluation Data Source(s) 2: Total number of discipline referrals in the office.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Longhorn Essentials will be taught, modeled and reinforced in all classes.	2.5, 2.6	Administration	Overall decline in the number of office referrals and tardies.				
2) Continue the use of a PBIS team to monitor procedures, student discipline, and school safety.	2.5	???	Overall decline in the number of office referrals and tardies.				
3) Teachers and staff will monitor the hallways and outside entrances throughout the school day.	2.5	Administration	Overall decline in the number of office referrals, In-School Suspension and Out-of-School Suspension .				
4) Community volunteer (ie. ALL Pro Dads, Trinity Church, INSPIRE) will assist at specific entry points on campus and mentor students	2.6, 3.1, 3.2	Counselors (Shepard/ Bell)	Create more of a community buy in and support system.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 2: Cultivate a positive climate and culture for all stakeholders, by an increase in climate survey results.

Performance Objective 3: Reduce the loss of instructional time due to excessive tardies

Evaluation Data Source(s) 3: Tardy reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attendance clerk will run tardy reports weekly		Ms. Clark					
2) Grade level will gain points and rewards based on the least amount of tardies.		Instructional Leadership Team (Jackson)					
3) Staff will monitor hallways and student movement during transition times.		Administration					

100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue


Goal 3: Develop and retain highly effective and engaging employees in an environment that embraces diversity.

Performance Objective 1: Increase morale through quarterly recognizing the contributions and celebrations of ALL staff members.


Evaluation Data Source(s) 1:

Summative Evaluation 1:

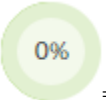
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recognize and celebrate teachers and para-professional every marking period for Perfect Attendance.	2.4, 2.5, 2.6	Norman Jones, Principal	Teachers will feel valued and appreciated. Teacher retention will increase. Student achievement will increase in all content areas.				
2) Recognize and celebrate teachers and para-professional every marking period for Employee of the Month.		Norman Jones, Principal	Teachers will feel valued and appreciated. Teacher retention will increase. Student achievement will increase in all content areas.				
3) Recognize and celebrate teachers and para-professional every marking period for student achievement on district benchmark data.	2.4, 2.5, 2.6	Norman Jones, Principal	Teachers will feel valued and appreciated. Teacher retention will increase. Student achievement will increase in all content areas.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 3: Develop and retain highly effective and engaging employees in an environment that embraces diversity.

Performance Objective 2: Provide staff with professional development opportunities in an effort to improve teacher effectiveness and job satisfaction.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Send selected teachers and support staff (i.e. iCoaches and APs) to Paul Bambrick: Get Better Faster training and to Solution Trees Professional Learning Communities.		Principal	Teachers will gain greater understanding of the benefits of collaborative teams, Teachers will understand the importance of reviewing formative and summative assessments.				
2) Provide Gretchen Bernabei Trail of Breadcrumbs writing professional development for all three 7th grade ELAR teachers.		Teri Lee-Williams, AP Treeca Clear, ELAR iC					
Funding Sources: 211- ESEA: Title I, Part A - 1800.00							
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction			Teachers will gain skills to assist ESL students.				
3) Provide Region 10 training opportunities for all ELAR teachers to becoming English as a Second Language (ESL) certified with the SBEC.							
4) Send selected teachers to "Fresh Classroom" workshop to gain strategies for student engagement and learning environment.	2.4, 2.5	Admin					
							


Goal 3: Develop and retain highly effective and engaging employees in an environment that embraces diversity.


Performance Objective 3: Increase collaboration and cohesiveness across the leadership team in order to create a uniform, consistent communication and actions toward staff.


Evaluation Data Source(s) 3:


Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The leadership team will meet regularly on Fridays to discuss various issues on campus, to monitor progress on current initiatives and to develop plans of action in response to concerns		Norman Jones, Principal	Regular communication among the leadership team members will create clear, consistent communication for staff.				
2) Meet individually with each member of the campus leadership team to review weekly accountability and reflection form.		Norman Jones, Principal	Increasing communication and accountability will improve productivity.				
3) Conduct regular learning walks as a leadership team to ensure that teachers are receiving feedback that is uniform and consistent from administrators and instructional coaches		Teri Lee-Williams, AP	Increasing uniformity with respect to teacher feedback will decrease staff division and improve the quality of all teachers.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Students will be celebrated and rewarded for their achievement of district benchmark assessments in the areas of math, reading, science, and social studies
2	1	2	Academic ceremonies will highlight the achievements of those at the meets and masters level on any STAAR assessment.

Campus Funding Summary

211- ESEA: Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Tutoring		\$10,000.00
3	2	2			\$1,800.00
Sub-Total					\$11,800.00
Grand Total					\$11,800.00