

**Plainview Independent School District**  
**Coronado Middle School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Improvement Required**



**Board Approval Date:** October 18, 2018

# Mission Statement

At Coronado, we do whatever it takes to ensure that students learn.

# Vision

At Coronado Middle School everyone is actively involved in developing students' core values and academic potential in a safe and collaborative environment that promotes critical thinkers, problems solvers, and self-starters.

# Value Statement

Coronado Middle School values are positive attitude and willing spirit.

# Comprehensive Needs Assessment

Revised/Approved: October 18, 2018

## Demographics

### Demographics Summary

Coronado is a middle school composed of 639 students. Grade span is 6-8. 76.02% are economically disadvantaged. 79% of the students are Hispanic, 4% are African American, 16% are white. Percent in attendance is 95.91%. 8.15% are EL students while 13% are served by special education. Coronado was the middle school ELL campus and several Spanish speaking only parents bring their students to this school. There are 89 GT students and 9 migrant students. The student population is 51% male and 49% female. 19% of our students are CTE.

### Demographics Strengths

Plainview is a rural area with three feeder elementaries that come to Coronado Middle School. 5th grade students that came into Coronado performed well on the STAAR.

## Student Academic Achievement

### Student Academic Achievement Summary

In the 2017-2018 Texas Accountability Report, STAAR Performance all students scored at approaches grade level in the following areas--64% in all subjects. 65% in all reading, 72% in mathematics, 57% in writing, 66% in science, and 41% in social studies. Under index 3 for the reading performance, 29% economically disadvantaged and 7% mastered grade level. For mathematics performance, 32% economically disadvantaged and 8% Hispanic mastered grade level. For writing performance, 3% Hispanic mastered grade level. Under science, 13% economically disadvantaged and 11% Hispanic mastered grade level. Under social studies 8% economically disadvantaged and 5% Hispanic mastered grade level. 28% of all student met grade level.

### Student Academic Achievement Strengths

Index 3 has is at its highest point since the inception of Coronado Middle School. From 2014 to 2016, index 3 was stationary at 31. It increased to 33 in 2017. There has been a gradual rise in index 4 from 26 in 2014 to 30 in 2015 and 2016 and reaching its highest level at 32. Grade 8 Reading was in Quartile 1, EOC Algebra I was in Quartile 1. Grade 8 Science performance was in Quartile 1 which allowed a distinction.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** 36% of students met grade level on the STAAR Math test. **Root Cause:** Teachers are required to develop lesson plans with clear objectives, multiple paths of instruction geared toward a clearly defined goal, and formative assessment.

**Problem Statement 2:** 35% of students met grade level on the STAAR Reading test. **Root Cause:** Lack of instructional skills set, lack of professional reflection, classroom management, loose PLC structures, lack of student relationships.

**Problem Statement 3:** 37% of 8th grade students met grade level on the STAAR Science test. **Root Cause:** Campus leaders assign teachers to different grade level, content areas, and groups of students based on their years of experience and past performance.

**Problem Statement 4:** 17% of students met grade level on the STAAR Social Studies test. **Root Cause:** The campus leadership team and teachers teach and reinforce the expectations from the behavior management plan.

**Problem Statement 5:** There were 0% of academic focused meeting for parental engagement. **Root Cause:** The campus has a clear, documented individual roles and responsibilities of the the leadership team (including district instructional leaders)

## **School Processes & Programs**

### **School Processes & Programs Summary**

Coronado currently has three CTE classes--AG, technology, and careers. We offer Spanish and health for high school credit. Our PreAP program includes 7th-grade reading and writing, math, and 8th-grade reading, math, science, social studies, and Algebra I. We have an ESL interventionist and an assistant.

Our special ed staff includes three inclusion teachers, a resource teacher, a functional teacher, and a transitional teacher. There are one-on-one and functional assistants. The school is staffed with inclusion assistants. We use the TEKS resource system while supplementing instruction with fundamental five and Kagan strategies. Our core teachers have two conference periods--a personal conference and a teaming time with their department. There are two assistant principals.

### **School Processes & Programs Strengths**

100% of our students are enrolled in a CTE careers course.

## **Perceptions**

### **Perceptions Summary**

Based on the 2017-2018 parent survey, parent concern was greatest centered around the school giving information about homework and programs on a regular basis. The principal does daily crosswalk before and after school. Staff members participate in duties before and after school. PBIS continues to be refined. Specific parts of PBIS were addressed and adjusted for the 2018-2019 school year. The mission statement of Coronado is to do whatever it takes to ensure that all students learn at high levels. The vision statement involves learning, growing, and succeeding. The values of Coronado are a positive attitude and a willing spirit.

### **Perceptions Strengths**

School safety was ranked high. When asked if a their child felt safe in school, a high majority of parents showed positive responses.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- 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
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

## Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## Student Data: Behavior and Other Indicators

- Attendance data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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**

- Communications data
- Study of best practices
- Action research results



# Goals

Revised/Approved: August 27, 2018



**Goal 1: The percentage of Coronado Middle School students at the meets standard on the STAAR math test will increase from 36% to 38%.**

**Evaluation Data Source(s) : Eduphoria 2018 STAAR results**

**Performance Objective 1:** The percentage of Coronado Middle School students at the meets standard on the STAAR math test will increase from 36% to 38%.

**Evaluation Data Source(s) 1:** Eduphoria 2018 STAAR results

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7	2.4, 2.5, 2.6	Administrators, Teachers, Instructional Coaches	Special Populations - Domain III increase				
1) Specific professional development will be provided to ensure Tier I instructional best practices.	Problem Statements: Student Academic Achievement 1						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4	2.4, 2.5, 2.6	Administrators, Math teachers, Instructional Coaches	2% increase at meets grade level in math for all students				
2) Targeted and effective academic interventions aligned to classroom instruction for students at risk of not meeting state standards, including use of instructional technology and training.	Problem Statements: Student Academic Achievement 1						

<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  3) Support for data analysis activities and data-driven instruction in PLC's. Administrators (campus/district) present at every PLC.	2.4, 2.5, 2.6	Principals, Assistant Principals, Instructional Coaches, Math teachers	2% increase at meets grade level in math for all students				
	Problem Statements: Student Academic Achievement 1						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7  4) Professional development for teachers: instructional practices, differentiated instruction, classroom management, and cultural competence, etc.	2.4, 2.5, 2.6	Principals, Assistant Principals, Instructional Coaches, math teachers	2% increase at meets grade level in math for all students.				
	Problem Statements: Student Academic Achievement 1						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7  5) Revisit school wide training on effective classroom management. PBIS	2.4, 2.5, 2.6	Administration, Instructional Coaches, Teachers	2% increase at meets grade level in math for all students.				
	Problem Statements: Student Academic Achievement 1, 5						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7  6) Offer scheduled-uninterrupted common planning/PLCs, specific to math and literacy initiatives.	2.4, 2.5, 2.6	Teachers and Administration	1% increase at meets grade level in 6th grade math for all students.				
	Problem Statements: Student Academic Achievement 1						
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 36% of students met grade level on the STAAR Math test. <b>Root Cause 1:</b> Teachers are required to develop lesson plans with clear objectives, multiple paths of instruction geared toward a clearly defined goal, and formative assessment.
<b>Problem Statement 5:</b> There were 0% of academic focused meeting for parental engagement. <b>Root Cause 5:</b> The campus has a clear, documented individual roles and responsibilities of the the leadership team (including district instructional leaders)




**Goal 2: The percentage of Coronado Middle School students at the meets standard on the STAAR reading test will increase from 32% to 35%.**

**Evaluation Data Source(s) : Eduphoria 2018 STAAR results**

**Performance Objective 1:** The percentage of Coronado Middle School students at the meets standard on the STAAR reading test will increase from 32% to 35%.

**Evaluation Data Source(s) 1:** Eduphoria 2018 STAAR results

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  1) Professional development on instructional practices will be provided for reading.	2.4, 2.5, 2.6	Administrators, Instructional Coaches, Teachers	3% increase at meets grade level in reading for all students				
	Problem Statements: Student Academic Achievement 2, 5						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  2) Support for data analysis activities and data-driven instruction in PLC's. Administrators (campus/district) present at all PLC's.	2.4, 2.5, 2.6	Administrators, Instructional Coaches, Teachers	1% increase at meets 6th grade level in reading for all students				
	Problem Statements: Student Academic Achievement 2						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7  3) Professional development for teachers: instructional practices, differentiated instruction, classroom management, and cultural competence, etc.	2.4, 2.6	Administration, Instructional Coaches, Teachers	3% increase at meets grade level in reading for all students.				
	Problem Statements: Student Academic Achievement 2						

<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7  4) Professional development for teachers to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers and other school leaders.	2.4, 2.5, 2.6	Administrators, Instructional Coaches, Teachers	3% increase at meets grade level in reading for all students.				
	Problem Statements: Student Academic Achievement 2						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7  5) Offer scheduled-uninterrupted common planning/PLCs, specific to math and literacy initiatives.	2.4, 2.6	Administrators, Instructional Coaches, Teachers	3% increase at meets grade level in reading for all students.				
	Problem Statements: Student Academic Achievement 2						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  6) Professional development specific to students with disabilities for ALL staff.		administration and inclusion teachers	1% increase at meets grade level in 6th grade reading for all students.				
	Problem Statements: Student Academic Achievement 2						
= Accomplished             = Continue/Modify             = No Progress             = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> 35% of students met grade level on the STAAR Reading test. <b>Root Cause 2:</b> Lack of instructional skills set, lack of professional reflection, classroom management, loose PLC structures, lack of student relationships.
<b>Problem Statement 5:</b> There were 0% of academic focused meeting for parental engagement. <b>Root Cause 5:</b> The campus has a clear, documented individual roles and responsibilities of the the leadership team (including district instructional leaders)


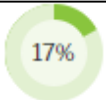
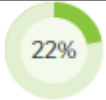
**Goal 3: The percentage of Coronado Middle School students at the meets standard on the STAAR social studies test will increase from 17% to 19%.**

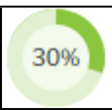




**Evaluation Data Source(s) : Eduphoria 2018 STAAR results**

**Performance Objective 1:** The percentage of Coronado Middle School students at the meets standard on the STAAR social studies test will increase from 17% to 19%.

**Evaluation Data Source(s) 1:** Eduphoria 2018 STAAR results

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 1) Specific professional development on instructional practices for social studies.	2.4, 2.6	Administrators, Instructional Coaches, Teachers	3% increase at meets grade level in 8th grade social studies for all students				
	Problem Statements: Student Academic Achievement 4						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 2) Support for data analysis activities and data-driven instruction in PLC's. Administrators (campus/district) present at PLC's.	2.4, 2.5	Administrators, Instructional Coaches, Teachers	3% increase at meets grade level in 8th grade social studies for all students				
	Problem Statements: Student Academic Achievement 4						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7 3) Professional development for teachers to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers and other school leaders.	2.4, 2.5	Administrators, Instructional Coaches, Teachers	3% increase at meets grade level in 8th grade social studies for all students				
	Problem Statements: Student Academic Achievement 4						

<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7		administration and social studies teacher	1% increase at meets grade level in 8th grade social studies for all students				
4) Offer scheduled-uninterrupted common planning/PLCs, specific to math and literacy initiatives.	Problem Statements: Student Academic Achievement 4						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>	
<b>Problem Statement 4:</b> 17% of students met grade level on the STAAR Social Studies test.	<b>Root Cause 4:</b> The campus leadership team and teachers teach and reinforce the expectations from the behavior management plan.

**Goal 4: The percentage of Academic Focused Meetings for Family Engagement will increase from 0% to 5%.**

**Performance Objective 1: Increase in Academic Focused Meetings**

**Evaluation Data Source(s) 1: Family Engagement Data**

**Summative Evaluation 1: Some progress made toward meeting Performance Objective**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 5  1) Academic Focused Meetings for school improvement.	3.1, 3.2	Administrators	Academic Focused Meetings with information for parents				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 5  2) English Language Lunch Meetings throughout the school year.	3.1, 3.2	Administrators	EL academic meetings for parents				
Problem Statements: Student Academic Achievement 5							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 5:</b> There were 0% of academic focused meeting for parental engagement. <b>Root Cause 5:</b> The campus has a clear, documented individual roles and responsibilities of the the leadership team (including district instructional leaders)

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Specific professional development will be provided to ensure Tier I instructional best practices.
1	1	2	Targeted and effective academic interventions aligned to classroom instruction for students at risk of not meeting state standards, including use of instructional technology and training.
1	1	3	Support for data analysis activities and data-driven instruction in PLC's. Administrators (campus/district) present at every PLC.
1	1	4	Professional development for teachers: instructional practices, differentiated instruction, classroom management, and cultural competence, etc.
1	1	5	Revisit school wide training on effective classroom management. PBIS
1	1	6	Offer scheduled-uninterrupted common planning/PLCs, specific to math and literacy initiatives.
2	1	1	Professional development on instructional practices will be provided for reading.
2	1	2	Support for data analysis activities and data-driven instruction in PLC's. Administrators (campus/district) present at all PLC's.
2	1	3	Professional development for teachers: instructional practices, differentiated instruction, classroom management, and cultural competence, etc.
2	1	4	Professional development for teachers to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers and other school leaders.
2	1	5	Offer scheduled-uninterrupted common planning/PLCs, specific to math and literacy initiatives.
2	1	6	Professional development specific to students with disabilities for ALL staff.
3	1	1	Specific professional development on instructional practices for social studies.
3	1	2	Support for data analysis activities and data-driven instruction in PLC's. Administrators (campus/district) present at PLC's.
3	1	3	Professional development for teachers to include effective instructional practices, tiered academic interventions, job-embedded coaching for teachers and other school leaders.
3	1	4	Offer scheduled-uninterrupted common planning/PLCs, specific to math and literacy initiatives.
4	1	1	Academic Focused Meetings for school improvement.
4	1	2	English Language Lunch Meetings throughout the school year.



# State Compensatory

## Budget for Coronado Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6119-00-043-0-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$284,650.00
211-11-6119-00-043-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$80,045.00
211-11-6119-00-043-9-30-250	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,660.00
199-11-6127-15-043-0-30-000	6127 Extra Duty Pay/Paraprofessional - Locally Defined	\$800.00
199-11-6129-00-043-0-30-000	6129 Salaries or Wages for Support Personnel	\$85,275.00
199-12-6129-00-043-0-30-000	6129 Salaries or Wages for Support Personnel	\$36,895.00
199-11-6141-00-043-0-30-000	6141 Social Security/Medicare	\$5,000.00
199-12-6141-00-043-0-30-000	6141 Social Security/Medicare	\$535.00
211-11-6141-00-043-9-30-000	6141 Social Security/Medicare	\$987.96
211-11-6141-00-043-9-30-250	6141 Social Security/Medicare	\$19.68
199-11-6142-00-043-0-30-000	6142 Group Health and Life Insurance	\$32,736.00
199-12-6142-00-043-0-30-000	6142 Group Health and Life Insurance	\$6,138.00
211-11-6142-00-043-9-30-000	6142 Group Health and Life Insurance	\$4,092.00
199-11-6144-00-043-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$24,842.00
199-12-6144-00-043-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,970.00
199-11-6146-00-043-0-30-000	6146 Teacher Retirement/TRS Care	\$10,027.00
199-12-6146-00-043-0-30-000	6146 Teacher Retirement/TRS Care	\$830.00
211-11-6146-00-043-9-30-000	6146 Teacher Retirement/TRS Care	\$7,703.16
211-11-6146-00-043-9-30-250	6146 Teacher Retirement/TRS Care	\$155.04
211-11-6147-00-043-9-30-000	6148 Employee Benefits - Locally Defined	\$5.76
211-11-6147-00-043-9-30-250	6148 Employee Benefits - Locally Defined	\$2.88
199-11-6147-00-043-0-30-000	6148 Employee Benefits - Locally Defined	\$51.00

199-12-6147-00-043-0-30-000	6148 Employee Benefits - Locally Defined	\$9.00
		<b>6100 Subtotal:</b>
		<b>\$585,429.48</b>
<b>6200 Professional and Contracted Services</b>		
211-13-6239-00-043-9-30-000	6239 ESC Services	\$4,800.00
199-13-6291-02-043-0-30-153	6291 Consulting Services	\$12,000.00
211-13-6291-00-043-9-30-000	6291 Consulting Services	\$8,492.00
		<b>6200 Subtotal:</b>
		<b>\$25,292.00</b>
<b>6300 Supplies and Services</b>		
199-13-6399-02-043-0-30-153	6399 General Supplies	\$4,000.00
211-11-6399-00-043-9-30-000	6399 General Supplies	\$16,438.00
211-11-6399-00-043-9-30-066	6399 General Supplies	\$5,880.00
211-11-6399-00-043-9-30-170	6399 General Supplies	\$500.00
199-11-6399-16-043-0-24-004	6399 General Supplies	\$650.00
		<b>6300 Subtotal:</b>
		<b>\$27,468.00</b>
<b>6400 Other Operating Costs</b>		
199-21-6411-02-043-0-30-153	6411 Employee Travel	\$2,000.00
211-23-6411-00-043-9-30-000	6411 Employee Travel	\$4,000.00
211-61-6499-00-043-9-30-000	6499 Miscellaneous Operating Costs	\$1,971.00
		<b>6400 Subtotal:</b>
		<b>\$7,971.00</b>