

Ector County Independent School District

Crockett Middle School

2026-2027 Board Goals/Performance Objectives/Strategies



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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students performing at the MEETS Grade Level standard on the Reading STAAR will increase across all grade levels as follows: 6th grade from 30% to 35%, 7th grade from 36% to 41%, and 8th grade from 42% to 47%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: STAAR Reading Results

i-Ready Reading Diagnostic Data

District Checkpoints

Campus Common Assessment Data

PLC Data Trackers

Student Data Trackers

Strategy 1 Details	Reviews			
Strategy 1: Crockett Middle School will implement a structured daily PLC process with at least 90% implementation fidelity, as measured through PLC agendas, artifacts, and administrative monitoring. PLCs will consistently include instructional internalization and refinement, analysis of student performance data, integration of IB MYP Global Contexts and Approaches to Learning (ATL), student progress tracking, and teacher reflection to inform instructional adjustments and improve student outcomes. Strategy's Expected Result/Impact: Higher STAAR Reading Scores - Consistent alignment of instruction to TEKS and STAAR rigor, coupled with ongoing data analysis, closes skill gaps faster. Improved IB MYP Language & Literature Performance - Stronger mastery of Criteria A-D (Analyzing, Organizing, Producing Text, Using Language) because lessons are purposefully planned with IB Global Contexts and Approaches to Learning. Reduced Skill Gaps - Targeted reteach cycles based on real-time data lead to faster improvement for struggling readers/writers. Greater Instructional Alignment - Teachers across grades and sections deliver more consistent pacing, strategies, and assessment practices. Stronger Lesson Quality - Daily PLC internalization sharpens clarity of objectives, selection of texts, and depth of questioning. Increased Teacher Capacity - Reflection and refinement cycles lead to teachers being more confident and skilled in delivering high-impact L&L instruction. Increased Relevance - IB Global Contexts make reading and writing tasks more meaningful, fostering higher engagement. Growth in ATL Skills - Students become more adept at self-management, communication, and critical thinking as these are embedded in daily lessons. Improved Student Tracking - Learners understand their own progress, set goals, and take ownership of their reading and writing growth. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, IB Coordinator, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Crockett Middle School will provide ongoing, targeted professional development and job-embedded coaching for Language and Literature teachers, with at least 90% participation and implementation fidelity, as measured through PD attendance, coaching documentation, PLC artifacts, lesson plans, and classroom walkthroughs. Professional learning will focus on high-impact instructional practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Language & Literature criteria; and consistent integration of IB Global Contexts, Approaches to Learning (ATL), and inquiry-based strategies to strengthen student comprehension, written expression, and overall academic performance. Strategy's Expected Result/Impact: Improved STAAR Reading Performance - Increased percentage of students meeting or exceeding grade-level standards in reading comprehension and written response. Growth in IB MYP L&L Criteria Scores - Noticeable improvement in Criterion A (Analyzing), Criterion C (Producing Text), and Criterion D (Using Language) due to targeted instruction. Stronger Written Expression - Students produce more coherent, organized, and well-supported written responses using appropriate academic language. Higher Engagement - Lessons connected to IB Global Contexts make reading and writing more meaningful, leading to greater student participation. Increased Instructional Consistency - Teachers align lessons, assessments, and feedback to both TEKS/STAAR and IB MYP expectations. Enhanced Questioning Techniques - Use of rigorous, STAAR-style and IB command term-based question stems in daily instruction. Improved Instructional Planning - Lesson plans consistently embed Approaches to Learning (ATL) skills and inquiry-based learning strategies. Higher Confidence in Data Use - Teachers effectively analyze student performance data to adjust instruction and close learning gaps. Alignment with IB Authorization Goals - Evidence of IB criteria integration in core L&L instruction supports the school's full MYP authorization process. Collaborative Professional Culture - Regular PD and coaching sessions strengthen PLCs and foster shared accountability for student growth. Sustained Growth Over Time - Systematic, ongoing coaching creates lasting improvement rather than temporary gains. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, IB Coordinator, Teachers ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 4: Grade 6 Reading achievement declined from the previous year, with students achieving Approaches Grade Level or above decreasing from 62% to 51% and Meets Grade Level or above decreasing from 38% to 30%. **Root Cause:** Inconsistent use of diagnostic and formative assessment data to identify skill gaps and provide timely, targeted intervention contributed to gaps in Grade 6 reading achievement. Greater consistency is needed in lesson internalization, data-driven instructional adjustments, and targeted support for students transitioning into middle school.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, at least 50% of students in Grades 6-8 Reading will demonstrate measurable growth from the Beginning-of-Year to the End-of-Year i-Ready Reading Diagnostic, as measured by i-Ready growth reports.

Indicators of Success:

Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: i-Ready BOY, MOY, and EOY Reading Diagnostic Reports

i-Ready Student Growth Reports

Grade-Level PLC Data Trackers

Student Data Trackers

Strategy 1 Details	Reviews			
Strategy 1: Crockett Middle School will utilize Beginning-of-Year and subsequent i-Ready Reading Diagnostic data to identify individual skill gaps and establish flexible, skill-based instructional groups. Teachers will provide targeted reading intervention during designated intervention time, using diagnostic data and progress-monitoring results to adjust groups and instruction throughout the year. Strategy's Expected Result/Impact: i-Ready Reading Diagnostic Data i-Ready Progress-Monitoring/Growth Data Flexible Grouping/Intervention Rosters PLC Data Trackers Student Data Trackers Staff Responsible for Monitoring: Principal, Assistant Principals, Department Head, Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Crockett Middle School will establish consistent expectations for students to engage in their individualized i-Ready Reading learning pathways. Teachers will monitor lesson completion, pass rates, and progress toward personalized growth goals and will conduct regular student data conferences to help students track their progress, celebrate growth, and identify specific next steps toward meeting their annual growth targets.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, Crockett IB MYP will increase the percentage of students achieving the Meets Grade Level standard on the STAAR Mathematics assessment to 25% in Grade 6, 25% in Grade 7, and 40% in Grade 8, as measured by the Spring 2027 STAAR Mathematics assessment.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Campus Based Assessments, Checkpoints, State Interim, and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Crockett will increase student achievement in mathematics through the consistent internalization and delivery of high-quality instructional materials (HQIM), objective-driven and data-informed instruction, and systematic monitoring of student progress to identify learning gaps, adjust instruction, and provide targeted support, as measured by the Spring 2027 STAAR Mathematics assessment. Strategy's Expected Result/Impact: Implementation of this strategy with fidelity will strengthen Tier I instruction, increase student mastery of the TEKS, improve the quality and consistency of instruction across all grade levels, and increase the percentage of students achieving the Meets Grade Level standard on the Spring 2027 STAAR Mathematics assessment. Staff Responsible for Monitoring: Principal, Assistant Principals, IB Coordinator, MCL, Department Heads, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2				

Strategy 2 Details	Reviews			
Strategy 2: Math teachers will utilize common formative assessments, student work analysis, and standards-based data protocols during PLCs to identify misconceptions, prioritize TEKS requiring acceleration, establish targeted intervention groups, and adjust instruction to ensure students demonstrate mastery of grade-level standards before subsequent assessments. Strategy's Expected Result/Impact: Consistent implementation will result in more precise instructional decisions, targeted interventions, accelerated student learning, and increased student mastery of grade-level TEKS, leading to improved performance on common formative assessments and the Spring 2027 STAAR Mathematics assessment. Staff Responsible for Monitoring: Principal, Assistant Principals, IB Coordinator, MCL, Department Heads, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: MCL, TRT, RA - Title One School-wide - \$56,000	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Analysis of Spring 2026 STAAR Mathematics data reveals that Grade 7 students continue to perform significantly below grade-level expectations, with 86% of students not meeting proficiency standards and only 1% achieving the Meets performance level. Root Cause: These results indicate a need to strengthen instructional planning, fidelity to district HQIM, data-driven PLC processes, lesson internalization, and administrative monitoring of reteach and reassessment practices to increase student mastery and academic growth.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, the percentage of students performing at the MEETS Grade Level or above standard on the Algebra I STAAR End-of-Course (EOC) assessment will increase from 85% to 88%.

Indicators of Success:

Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: Algebra I STAAR EOC Results

District Checkpoints

Campus Common Assessment Data

PLC Data Trackers

Student Data Trackers

Strategy 1 Details	Reviews			
Strategy 1: Algebra I teachers will use formative assessments, district benchmarks, and EOC-aligned data to identify students performing within the Approaches range and provide targeted acceleration, small-group instruction, and immediate feedback on specific Algebra I TEKS to move students from Approaches to Meets, while sustaining 100% Approaches performance. Strategy's Expected Result/Impact: Consistent implementation will maintain 100% Approaches Grade Level or above, increase the percentage of students achieving MEETS Grade Level or above from 85% to 88%, and create continued growth in MASTERS-level performance through increased rigor, mathematical reasoning, and application of Algebra I concepts.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Algebra I teachers will intentionally embed Masters-level questioning, multi-step problem solving, mathematical justification, and application of concepts in unfamiliar contexts throughout daily instruction and assessments. Students already demonstrating Meets-level proficiency will receive enrichment and extension opportunities designed to increase the percentage achieving Masters Grade Level on the Algebra I EOC. Strategy's Expected Result/Impact: Consistent implementation will maintain 100% Approaches Grade Level or above, increase the percentage of students achieving MEETS Grade Level or above from 85% to 88%, and create continued growth in MASTERS-level performance through increased rigor, mathematical reasoning, and application of Algebra I concepts.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May 2027, at least 50% of students in Grades 6-8 Mathematics will demonstrate measurable growth from the Beginning-of-Year to the End-of-Year i-Ready Mathematics Diagnostic, as measured by i-Ready growth reports.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: i-Ready Mathematics BOY, MOY, and EOY Diagnostic Data

i-Ready Student Growth Reports
District Mathematics Checkpoint Data
PLC Data Trackers
Student Data Trackers

Strategy 1 Details		Reviews			
Strategy 1: Provide targeted mathematics intervention during daily COLT Time using i-Ready personalized instruction and teacher-led small-group support to address prerequisite skill gaps and accelerate student growth based on diagnostic and ongoing progress-monitoring data. Strategy's Expected Result/Impact: Consistent implementation of targeted interventions during COLT Time will accelerate student learning, strengthen foundational mathematics skills, and increase the percentage of students demonstrating measurable growth from the Beginning-of-Year to the End-of-Year i-Ready Mathematics Diagnostic. Staff Responsible for Monitoring: Principal, Assistant Principals, MCL, Department Heads, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Implement Math Labs as a daily intervention course that provides students with intensive, TEKS-based instruction, scaffolds practice, and targeted skill development through IXL. Teachers will use IXL data and ongoing progress monitoring to identify skill gaps, adjust instruction, and provide targeted support designed to close foundational learning gaps and prepare students for success in grade-level mathematics. Strategy's Expected Result/Impact: Students enrolled in Math Labs will demonstrate increased mastery of priority TEKS, improved readiness for grade-level instruction, and greater success on classroom, district, and state mathematics assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, MCL, TRT, RA, Department Heads, Teachers	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May 2027, Crockett IB MYP will increase the percentage of students achieving the Meets Grade Level standard on the STAAR Social Studies assessment from 5% to 15% in Grade 8.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Strategy 1 Details		Reviews			
Strategy 1: Implement a daily, structured Individuals and Societies PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including International Baccalaureate Middle Years Programme Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection. Strategy's Expected Result/Impact: Increased STAAR Performance - Growth in Meets and Masters levels as lessons directly target both TEKS readiness standards and IB MYP criteria, with higher-level questioning embedded daily. Fewer Content Gaps - Misconceptions identified through data analysis will be addressed quickly, reducing recurring errors on assessments. Stronger Analytical Thinking - Frequent DBQ-style questioning and IB command terms will improve students' ability to interpret sources, justify reasoning, and write with evidence. Greater Student Ownership - Data trackers and reflection will make students more aware of their progress, leading to more self-directed improvement. Improved Instructional Consistency - Clear, shared lesson plans and internalization protocols will ensure all students across classrooms receive high-quality, aligned instruction. Deeper Data Use Skills - Teachers will become more adept at interpreting assessment results and translating them into precise reteach plans. Collaborative Expertise - Peer feedback and work sample analysis will build collective teacher capacity and strengthen instructional practices campus-wide. Increased Confidence with IB - Regular alignment of TEKS to MYP Global Contexts and Criteria will make IB integration second nature for staff. Closing of Performance Gaps - Higher achievement across all demographic subgroups as targeted reteach addresses both skill and content deficiencies. Alignment with IB Authorization Goals - Documentation of lesson plans, IB integration, and reflection cycles will serve as strong evidence for IB evaluators.		Formative			Summative
		Oct	Jan	Mar	May

Culture of Accountability & Excellence - PLCs will function as professional learning communities focused on solutions, not just compliance. Sustainable Improvement Model - The cycle of alignment, internalization, data analysis, and reteach becomes a standard operating procedure beyond Social Studies. Staff Responsible for Monitoring: Principal, Assistant Principals, IB Coordinator, Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 5				
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching to strengthen classroom practices, facilitate PLCs, and support lesson planning and design aligned to TEKS, STAAR, and IB MYP frameworks for	Formative		Summative	

Individuals and Societies teachers. Professional learning will include regularly scheduled sessions focused on high-impact, actionable instructional practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Individuals and Societies criteria; and intentional integration of IB Global Contexts, Approaches to Learning (ATL), and inquiry-based strategies to strengthen conceptual understanding, critical thinking, historical reasoning, source analysis, and evidence-based responses.

Strategy's Expected Result/Impact: Improved STAAR Social Studies Performance - Growth in Meets and Masters levels due to alignment between instruction, TEKS readiness standards, and STAAR question types.

Stronger Historical Thinking Skills - Students will better analyze primary/secondary sources, understand cause-and-effect relationships, and draw evidence-based conclusions.

Higher Engagement - Lessons will become more relevant and thought-provoking through IB Global Contexts and inquiry-based strategies.

Better Transfer of Knowledge - Students will more effectively apply Social Studies concepts to current events, interdisciplinary projects, and real-world contexts.

Increased Instructional Precision - Teachers will design and deliver lessons that are tightly aligned to TEKS, STAAR rigor, and IB MYP criteria.

Improved Questioning Skills - Frequent use of assessment question stems will raise the cognitive demand of daily instruction.

Consistent Integration of IB Practices - Teachers will naturally embed IB Approaches to Learning (ATL) and Global Contexts in their planning.

Enhanced Collaboration - PLCs will have a shared framework for planning, analyzing student work, and refining instructional practices.

Closing of Performance Gaps - Targeted reteach and inquiry-driven instruction will help all student subgroups make measurable gains.

Evidence for IB Authorization - Lesson plans, assessments, and student work will reflect IB MYP integration, supporting a strong authorization visit in 2025.

Sustainable Professional Growth Model - Continuous coaching and PD will establish a long-term culture of reflective, data-informed teaching.

Staff Responsible for Monitoring: Principal, Assistant Principals, Multi-Classroom Leader, Department Heads, IB Coordinator, Teachers

ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:

Student Achievement

Problem Statement 5: Grade 8 Social Studies achievement remains below desired performance levels. Although the percentage of students achieving Approaches Grade Level or above increased from 23% in 2025 to 29% in 2026, only 5% of students achieved Meets Grade Level or above in 2026, a decrease from 6% in 2025 and 9% in 2024. **Root Cause:** Students demonstrate significant gaps in content knowledge, academic vocabulary, and the ability to analyze and apply information in rigorous, STAAR-aligned contexts. Greater consistency is needed in using assessment data to identify specific TEKS gaps, internalizing lessons to anticipate misconceptions, and providing targeted reteach and reassessment opportunities that move students beyond basic

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May of 2027, the percentage of students performing at the MEETS level on 8th-grade Science STAAR will increase from 30% to 35%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Baseline Data from STAAR Did Not Meet: 47% | Approaches+: 53% | Meets+: 30% | Masters: 9%
Checkpoints and CBA

Strategy 1 Details	Reviews			
Strategy 1: 8th-grade Science teachers will engage in ongoing lesson internalization and PLC/DDI cycles to strengthen Tier 1 instruction and respond to student learning needs. Teachers will internalize lessons by identifying priority TEKS, anticipating misconceptions, planning high-level questioning and engagement strategies, and defining expected student outcomes. Common assessment and STAAR-aligned data will then be analyzed by TEKS and reporting category to identify learning gaps and students performing near the MEETS threshold. Teachers will provide targeted reteach, small-group instruction, and reassessment opportunities to accelerate students toward MEETS-level performance. Strategy's Expected Result/Impact: *Consistent implementation will strengthen students' mastery of priority Science TEKS, improve scientific reasoning and application skills, reduce identified learning gaps, and increase the percentage of 8th-grade students achieving MEETS Grade Level or above on STAAR Science. *Increase the percentage of students performing at Meets Grade Level or Above from 30% toward the 35% goal. *Decrease the percentage of students performing at Did Not Meet from the 47% baseline. *Demonstrate increased student mastery of priority and previously low-performing Science TEKS across assessment cycles. *Ensure 100% of 8th-grade Science teachers participate in documented PLC data-analysis cycles following common assessments and district checkpoints. *Teachers will use assessment results to identify specific students, TEKS, misconceptions, and instructional gaps requiring reteach or enrichment. *Students will demonstrate measurable improvement between the initial assessment and reassessment following targeted reteach. *PLC documentation will demonstrate consistent implementation of the Closing-the-Loop cycle: assess - analyze - plan - reteach - reassess. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, IB Coordinator, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: 8th-grade Science teachers will intentionally embed rigorous STAAR-aligned questions, multi-step application tasks, data analysis, models, graphs, and evidence-based scientific reasoning into daily instruction and common assessments. Teachers will explicitly model strategies for analyzing complex stimuli and require students to justify scientific conclusions using evidence to increase readiness for MEETS-level STAAR items. Strategy's Expected Result/Impact: *Consistent implementation will strengthen students' mastery of priority Science TEKS, improve scientific reasoning and application skills, reduce identified learning gaps, and increase the percentage of 8th-grade students achieving MEETS Grade Level or above on STAAR Science. *Increase Meets Performance: The percentage of 8th-grade Science students performing at Meets Grade Level or Above will increase from 30% to at least 35% by May 2027. *Increase Success on Rigorous Items: Students will demonstrate increased accuracy on multi-step, stimulus-based, data-analysis, graph, model, and application-based Science questions on common assessments and district checkpoints. *Strengthen Scientific Reasoning: Students will demonstrate improved ability to analyze scientific evidence, make appropriate conclusions, and justify responses using evidence from data, models, investigations, and informational stimuli. *Improve TEKS Mastery: Assessment data will demonstrate increased mastery of priority and historically low-performing 8th-grade Science TEKS, particularly when assessed at the rigor and cognitive demand associated with Meets-level STAAR items. *Increase Student Independence: Students will demonstrate increased independence in analyzing complex stimuli, determining what a question is asking, selecting relevant information, and applying appropriate scientific concepts without extensive teacher prompting. *Increase Instructional Rigor: Classroom walkthroughs, lesson plans, and common assessments will demonstrate consistent implementation of STAAR-aligned questioning, multi-step application tasks, data analysis, models, graphs, and evidence-based scientific reasoning. *Demonstrate Growth Across Assessments: Student performance on rigorous STAAR-aligned items will show measurable growth across common assessments, district checkpoints, and STAAR Interim assessments, indicating progress toward the 35% Meets+ campus goal. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Crockett MS attendance will increase from 93% to 95%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%

Strategy 1 Details	Reviews			
Strategy 1: Crockett will implement a comprehensive three-tiered attendance intervention system designed to support students whose attendance falls below 95%. The system will include proactive parent contact, individualized attendance contracts, and targeted conferences with counselors or administrators. In collaboration with Communities In Schools, the campus will work to identify and address barriers to attendance while monitoring student progress on a weekly basis. Strategy's Expected Result/Impact: Improved Attendance for At-Risk Students - Students with attendance below 95% will show steady improvement as individualized supports address root causes of absences. Increased Student Accountability - Attendance contracts and regular progress monitoring reinforce personal responsibility, aligning with IB Learner Profile traits such as principled and reflective. Reduced Chronic Absenteeism - Early, targeted interventions prevent students from falling into long-term absentee patterns. Enhanced Student Support - Barriers such as transportation, health, or family obligations are addressed through coordinated efforts with Communities In Schools and campus staff. Stronger Teacher-Parent Communication - Proactive outreach builds partnerships with families to solve attendance issues early. Data-Driven Interventions - Teachers and administrators use weekly reports to quickly identify attendance concerns and respond with targeted actions. Improved Relationships with Students - Individualized conferences foster trust, making students more likely to attend regularly and engage in learning. Reduced Number of Students Below 95% Attendance - Systematic interventions narrow the attendance gap for targeted students. Higher Accountability Ratings - Increased attendance contributes positively to the campus accountability framework. Alignment with IB Philosophy - The program reinforces balance, commitment, and responsibility as essential elements of student success, strengthening evidence for IB authorization. Culture of Support Over Compliance - Attendance improvement is approached as a shared responsibility between students, families, and the school, not just a policy requirement. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors, Attendance Clerks	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Implement a campus-wide attendance culture that promotes daily student engagement through positive attendance incentives, weekly attendance recognition, classroom and grade-level competitions, and consistent communication with students and families regarding the importance of regular school attendance. Strategy's Expected Result/Impact: A positive attendance culture will increase student engagement, strengthen family awareness of attendance expectations, and improve overall daily attendance across all grade levels. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Registrar, Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Crockett IB MYP will strengthen CCMR by revitalizing AVID through consistent, campus-wide implementation of district-approved WICOR strategies intentionally integrated with IB MYP programming to strengthen student agency, academic readiness, and a college- and career-going culture.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: Crockett International Baccalaureate Middle Years Programme will improve teacher retention from 87% to 90% by the end of the 2026 school year through targeted support systems and a positive campus culture initiative.

Strategy 1 Details	Reviews			
Strategy 1: Crockett Middle School will implement a tiered teacher support system that prioritizes beginning and early-career teachers through assigned mentors, job-embedded instructional coaching, regular administrator check-ins, collaborative PLC support, and targeted professional learning based on individual teacher needs. Campus leadership will monitor teacher progress, support needs, and feedback throughout the year to proactively address challenges that may impact teacher effectiveness, job satisfaction, and retention. Strategy's Expected Result/Impact: Beginning and early-career teachers will demonstrate increased instructional effectiveness, confidence, and implementation of campus expectations as a result of consistent mentoring, coaching, PLC support, and targeted professional learning. Increased teacher support and job satisfaction will contribute to improved teacher retention and greater instructional consistency across the campus. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, MCL, TRT	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Crockett Middle School will strengthen a positive, supportive, and inclusive staff culture through intentional staff recognition, opportunities for teacher voice and shared decision-making, team-building activities, celebrations of individual and collective accomplishments, and regular staff climate feedback. Campus leadership will use staff feedback to identify and address organizational concerns and recognize contributions that strengthen employees' sense of belonging, value, and commitment to Crockett. Strategy's Expected Result/Impact: Staff will report an increased sense of belonging, value, and connection to the campus. Increased opportunities for recognition, teacher voice, collaboration, and responsive leadership will contribute to improved staff morale, stronger organizational commitment, and increased teacher retention. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, MCL, TRT	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 2: Crockett International Baccalaureate Middle Years Programme will increase the percentage of classrooms demonstrating high-quality, standards-aligned instruction and student engagement, as measured through T-TESS walkthrough and observation data, through targeted coaching, PLC support, and job-embedded professional learning.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will implement weekly content PLCs focused on standards alignment, lesson internalization, student work analysis, and assessment data. Strategy's Expected Result/Impact: Increased instructional consistency and standards alignment across classrooms and grade levels. Improved teacher responsiveness to student data, resulting in timely reteach, intervention, and enrichment. Stronger student mastery of priority standards, leading to measurable growth on campus and state assessments. Increased teacher capacity to plan rigorous, data-informed instruction collaboratively. Staff Responsible for Monitoring: Principal, Assistant Principals, MCL, Department Heads, and Content Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Crockett will use PLC data to identify instructional gaps and establish specific reteach, enrichment, and intervention actions.	Formative			Summative
	Oct	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 3: Crockett International Baccalaureate Middle Years Programme will increase student achievement by ensuring a minimum of 60% Approaches, 40% Meets, and 20% Masters on campus and state assessments through rigorous Tier 1 instruction, data-driven PLCs, and targeted intervention.

Strategy 1 Details		Reviews			
Strategy 1: Crockett will implement consistent, standards-aligned Tier 1 instruction emphasizing grade-level rigor, high-impact instructional strategies, frequent checks for understanding, purposeful student discourse, and differentiated supports to increase student mastery of priority standards. Strategy's Expected Result/Impact: Increased student mastery of grade-level standards, resulting in measurable growth across all performance levels and progress toward Crockett's 60% Approaches, 40% Meets, and 20% Masters targets on campus and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, MCL, Department Heads, Special Education and ESL support staff, and all classroom teachers.		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Crockett will implement targeted intervention and acceleration during Learning Labs and COLT Time, through the IXL programs using assessment data to strategically group students by identified skill gaps and provide differentiated instruction designed to move students from Did Not Meet - Approaches, Approaches - Meets, and Meets - Masters. Strategy's Expected Result/Impact: Increased student growth and mastery of identified skill gaps, resulting in fewer students performing at Did Not Meet and measurable movement toward Crockett's 60% Approaches, 40% Meets, and 20% Masters targets on campus and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, MCL, Department Heads, Learning Lab Teachers, COLT Time Teachers, Special Education and ESL Support Staff, and Counselors.		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: Culture of Excellence

Performance Objective 1: Crockett will increase the student connectedness indicator within Panorama from 48% to 65% for the 2026-27 school year.

Evaluation Data Sources: Evaluation Data Sources

Panorama Student Survey Data -- BOY, MOY, and EOY Student Connectedness results

Panorama Subgroup Data -- connectedness results disaggregated by grade level and student groups

Student Attendance Data -- attendance rates, chronic absenteeism, and attendance trends

Student Discipline Data -- referrals, ISS/OSS placements, and repeat discipline incidents

Student Participation Data -- involvement in athletics, fine arts, clubs, extracurricular activities, and campus events

Campus Climate/Student Voice Data -- student focus groups, check-ins, and campus-created climate surveys

Counselor/Social-Emotional Support Data -- student referrals, check-ins, and documented interventions

Strategy 1 Details	Reviews			
Strategy 1: Crockett will host monthly student recognition assemblies and maintain recognition boards that celebrate academic achievement, IB Learner Profile attributes, positive behavior aligned with Emergent Tree principles, acts of kindness, and student growth. Recognition systems will intentionally reinforce desired behaviors and ensure students feel valued, connected, and recognized for positive contributions to the campus community. Strategy's Expected Result/Impact: Increased student connectedness, belonging, and positive school culture, resulting in greater student engagement, increased positive behaviors, and measurable growth in Crockett's Panorama Student Connectedness indicator from 48% to 65%. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, IB Coordinator, Department Heads, Teachers, Coaches/Sponsors, and Campus Support Staff.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Crockett will create regular opportunities for students to give input on school events, classroom projects, and policies through surveys, student advisory councils, and IB exhibition planning committees. Strategy's Expected Result/Impact: Increased student voice, ownership, and sense of belonging, resulting in greater participation in campus activities and measurable improvement in student connectedness and engagement indicators on the Panorama Student Survey. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, IB Coordinator, Department Heads, Teachers, Student Council Sponsors, Club/Organization Sponsors, and Student Leadership Representatives.	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: Crockett will increase the student belonging indicator within Panorama from 41% to 55% for the 2026-27 school year.

Evaluation Data Sources: Panorama BOY/EOY Belonging Data; attendance and discipline data; student participation and recognition data; student voice/focus-group feedback; and counselor/student-support data.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will dedicate weekly COLT Time to intentional relationship-building and social-emotional skill development by integrating Emergent Tree philosophies with IB Approaches to Learning (ATL) social skills. Students will engage in activities that strengthen positive peer relationships, empathy, inclusion, conflict resolution, self-awareness, and responsible decision-making while reinforcing a sense of belonging and connection to the Crockett community. Strategy's Expected Result/Impact: Students will demonstrate stronger peer relationships, improved social-emotional skills, and an increased sense of belonging and connection to the Crockett community. Consistent implementation of Emergent Tree philosophies and IB ATL social skills during COLT Time will contribute to positive student behavior, improved school climate, and increased student engagement. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Department Heads, MCL, TRT, Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Crockett will train a diverse group of student ambassadors to welcome new students, guide campus tours, and act as inclusion advocates during school events. Strategy's Expected Result/Impact: Increased student belonging and inclusion, particularly for new students, resulting in stronger peer connections, smoother transitions into the campus community, and measurable improvement in Crockett's Panorama Student Belonging indicator from 41% to 55%. Staff Responsible for Monitoring: Administration, Teachers, Counselors, IB Coordinator	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				