Ector County Independent School District

Crockett Middle School

2019-2020 Campus Improvement Plan

Mission Statement

At Crockett we will develop the leaders of tomorrow by:

Creating Critical Thinkers
Problem Solvers
and Responsible Productive Citizens.

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Vision

"Developing World Class Leaders One **C**reative **O**utstanding **L**eader of **T**omorrow."

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Comprehensive Needs Assessment

Needs Assessment Overview

Based on the needs discussed in the Needs Assessment the following supplemental programs/services will be offered:

TRAC Program: Student Pregnancy Services

Odyssey Ware: Credit Recovery

Summer Remediation for STAAR/EOC recovery: Targeted grades

At Risk Tutoring

Literacy Initiatives/ Abydos

Communities in Schools

Core Teacher Professional Development for at risk strategies

Bilingual ESL Literacy: sub ob 89

Bilingual ESL Literacy: sub ob 89

Reading Dyslexia Interventionist

Community Outreach Services

Drop Out Prevention Counselors (SAS counselors)

Campus Curriculum Facilitators

Parent Involvement Activities

Homeless Specialist & homeless services for non-title one campuses

Supplemental Instructional Support Activities as identified in planning

Professional Development for Administration

Parent Involvement Activities

Professional Development for Administration

Supplemental Guidance Counselor

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Special Education Additives/Stipends

AVID Tutors
ESL Coordinator
ESL Aides

Demographics

Demographics Summary

Historical Data Student & Teacher Information

Table 1 Enrollment

Year	6th -8th		
2020			
2019	1199		
2018	1218		
2017	1180		
2016			
2015			
2014			

Table 2 Ethnic Distribution

Year	White	Hispanic	Black	Asian	AA	Islander	2 or More	At Risk	EcoDis	LEP
2020										
2019	137	1023	23	3	1	1	11	855	719	283
2018	164	1011	25	2	5	2	9	889	709	218
2017	152	1006	15	0	2	1	4	915	744	206
2016	173	967	21	2	4	0	10	891	711	181
2015										
2014										

Table 3 Special Programs

Year	Special Ed	State	ELL	State	At-Risk	State	GT	State	CTE	State
2020										
2019	122		283		885		147		134	
2018	109		218		889		142		133	
2017	103		206		915		123		138	
2016	111		181		891		99		119	
2015										
2014										

Special education student enrollment has increased but continues to be below the state average. Our English Learner identified student population has increased while the number of identified at-risk students has decreased.

Table 4 Attendance Rates

Year	State	District	Campus	H	W	AA	EcoDis	Special Ed	ELL
2019									
2018									
2017	95.7	94.6	95	95.3	93.3	95.4	94.7	94.4	96.2
2016	95.8	94.7	95.2	95.4	94	95.4	94.8	94.2	96.5
2015									
2014									
2013									

Attendance rate is below the state level in all areas. English Learner students attend at the highest rate; while Special Education students' attendance is the lowest.

Number of Employees

Year	Employees	
2020		
2019	134	
2018	134	
2017	106	
2016	100	

Employee numbers are decreasing, while the number of students is increasing. This is due to unfilled vacancies.

Table 10 Teachers by Years of Experience

Year	Beginning	1 – 5 Years	6 – 10 Years	11 – 20 Years	Over 20 Years
2019	12.8	29.1	8.0	11.0	13.0
2018	7.6	30.5	9.9	13.8	13.0
2017	8.1	31.5	8.2	15.5	14.2
2016	13.2	24.2	8.0	16.1	15.3
2014					

Half of the teaching staff has 5 years or less of teaching experience. Teachers with between 1-5 & 6-10 year of teaching experience has a significant decrease.

Demographics Strengths

With the increasing in student enrollment comes an increase in revenue.

The diversity of our student enrollment is an asset to our campus culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The problem is an increase in student enrollment and a shortage of highly qualified teachers. **Root Cause**: The root cause is the increased student enrollment due to the booming economy and highly qualified staff leaving education to work in the private sector.

Student Achievement

Student Achievement Summary

Domain 1

2019	Approaches	Meets	Masters	2018 approaches	Meets	Masters
Math	69%	33%	10%	63%	27%	9%
Reading	51%	22%	9%	50%	19%	8%
Writing	39%	14%	4%	44%	22%	6%
Science	61%	26%	8%	66%	36%	13%
Social Studies	38%	9%	3%	28%	5%	2%

Growth in Math overall

Student Achievement Strengths

Math over all showed growth from previous year.

Overall math was 69%.

Algebra had 100% at approaches, 87% Meets and 69% Masters.

Special Education showed growth and met the indicator of closing the gap.

Reading showed a slight growth from previous year overall.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause**: The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

Problem Statement 2: The problem is 6th-8th grade Math STAAR scores are below state average. . **Root Cause**: The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

School Culture and Climate

School Culture and Climate Summary

Crockett MS staff members share a belief in the vision, mission, and values the campus has established. Teachers and the Administrative team work together to support all students. New staff members and substitutes are expected to create a climate that is positive with a focus on student success.

The Truth Youth survey showed us how the students feel and what we need to improve upon. We are 3.28 percentile and district at 3.25.

School Culture and Climate Strengths

The strengths of Crockett MS are:

1. School-wide routines and procedures are taught and expected.

2. AVID strategies are used school-wide.

3. The campus teachers and students hold each other accountable for school expectations.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The problem is an existing gap between School and Parents with regards to parent involvement. **Root Cause**: The root cause is lack of parent training on parent involvement opportunities, ineffective parent communication, and inadequate training on how to access parent portal.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Crockett works with the HR department to recruit highly qualified teachers. Teacher salary is compatible if not higher than other districts.

Staff Quality, Recruitment, and Retention Strengths

Crockett MS works with different department to help and train our new teachers. Our veteran teachers are a great resource to our new teachers.

The instructional Specialist are an integral part of helping our teachers adjustment to teaching.

Administrators contact teacher programs to recruit for our open positions.

New teachers are welcome and made to feel as part of the Crockett Family.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The problem is inadequate recruitment and retention of high qualified teachers **Root Cause**: The root causes are limited number of teachers available for hire, and limited number of highly qualified teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Crockett MS implements various curriculum programs designated by the district. The campus also uses the PLC process to analyze data, plan for instruction, and implement school wide processes.

Curriculum, Instruction, and Assessment Strengths

A strength for Crockett MS is the utilization of two instructional specialists.

The staff collaborates during PLCs and communicates through department chairs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The problem is no scheduled PLCs time to plan with fidelity. **Root Cause**: Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

Priority Problem Statements

Problem Statement 1: The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade.

Root Cause 1: The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The problem is 6th-8th grade Math STAAR scores are below state average. .

Root Cause 2: The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The problem is an existing gap between School and Parents with regards to parent involvement.

Root Cause 3: The root cause is lack of parent training on parent involvement opportunities, ineffective parent communication, and inadequate training on how to access parent portal.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: The problem is inadequate recruitment and retention of high qualified teachers

Root Cause 4: The root causes are limited number of teachers available for hire, and limited number of highly qualified teachers.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: The problem is no scheduled PLCs time to plan with fidelity.

Root Cause 5: Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: The problem consists of ineffective parent and community engagement.

Root Cause 6: The root cause is lack of planning high quality parent involvement activities and not making parent involvement a priority.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: The problem is inefficient organizational routines and structures

Root Cause 7: Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: The problem is lack of wifi availability in portable buildings.

Root Cause 8: Root cause is portable buildings not having wifi capability..

Problem Statement 8 Areas: Technology

Problem Statement 9: Problem is not all students have access to technology on a daily basis.

Root Cause 9: Root cause is the limited number of devices compared to number of students.

Problem Statement 9 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data
- 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data

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Campus #068901044
August 29, 2019 11:34 pm

Goals

Revised/Approved: August 30, 2019

Goal 1: Crockett MS will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 24% to 29% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Crockett will provide various tutorial times to meet the needs of students.	2.4, 2.5, 2.6	Teachers Principals, Assistant Principals Instructional specialists	Strategy expected result is improvement of student performance.				
	Problem Statements: Student Achievement 1, 2						
	Funding Sources: Title One School-wide - 0.00, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) Crockett will plan and implement the "Do Now" at the beginning of each period with fidelity. This strategy is the spiraling of skills.	2.4, 2.5, 2.6	Teachers Principals, Assistant Principals Instructional specialists	Strategy expected result is decrease student learning gaps.				
Problem Statements: Student Achievement 1, 2							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 3) Campus will implement a consistent process to disaggregate and monitor data through professional learning communities.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Student Data will reflect data driven instruction and lessons. Students for all tested areas will show growth towards the meets standard.				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 4) Increase instructional time in 6th and 7th grade through block scheduling.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy expected results include: consistent implementation of differentiated instruction through small group instruction and consistent intervention.				
Problem Statements: Student Achievement 1, 2 - School Context and Organization 1							
Funding Sources: Local - 0.00, Title One School-wide - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 5) Implement common assessments and benchmark assessments according to schedule.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy result is access to current data to make timely instructional changes.				
Problem Statements: Student Achievement 1, 2							
Funding Sources: Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 6) Implementation of Relay aggressive monitoring by all stakeholders.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy result is increase in student on task behavior.				
Problem Statements: Student Achievement 1, 2							
Funding Sources: Local - 0.00, State Comp Ed - 0.00							
Targeted Support Strategy 7) Teachers will create rigorous lessons using the ECISD planning mat to enhance and challenge students to master TEKS across all subject areas.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy result is to increase student engagement through comprehensive lesson plans.				
Problem Statements: Student Achievement 1, 2							
Funding Sources: Local - 0.00							

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause 1**: The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.
Problem Statement 2: The problem is 6th-8th grade Math STAAR scores are below state average. . **Root Cause 2**: The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

Curriculum, Instruction, and Assessment
Problem Statement 1: The problem is no scheduled PLCs time to plan with fidelity. **Root Cause 1**: Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

School Context and Organization
Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause 1**: Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Goal 1: Crockett MS will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 8% to 11% across all tested grade levels and content areas by May 2020.

   Evaluation Data Source(s) 2: State Accountability 2019, 2020

   Summative Evaluation 2:

   High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Honors students will be served with a new Laying the Foundations Curriculum	2.4, 2.5, 2.6	Principals APs Instructional specialist, teachers	Strategy results is to increased number of students meeting masters across all subject areas.				
Problem Statements: Student Achievement 1, 2							
Funding Sources: Local - 0.00, State Comp Ed - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) Teachers will create rigorous lessons using the ECISD Planning mat to enhance and challenge students to master TEKS across all subject areas.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialists, teachers.	Strategy result is to increase student engagement through comprehensive lesson plans				
Problem Statements: Student Achievement 1, 2							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Connect high school to career and college 3) Crockett will monitor students leveling up to Masters through Lead4Forward Data Analysis.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialists, teachers.	Strategy expected result is for students to show growth towards Masters level or maintain Masters level with each assessment.				
Problem Statements: Student Achievement 1, 2							
Funding Sources: Local - 0.00, Title One School-wide - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause 1**: The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.
Problem Statement 2: The problem is 6th-8th grade Math STAAR scores are below state average. . **Root Cause 2**: The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

Goal 1: Crockett MS will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by
6th Grade Reading from 13% to 23%
7th Grade Reading from 24% to 34%
8th Grade Reading from 24% to 34%
7th Grade Writing from 10% to 20%.

      Evaluation Data Source(s) 3: State Accountability 2019, 2020

      Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 1) Implement new ELAR program adoptions and new ELAR TEKS with fidelity.	2.4, 2.5, 2.6	Principals APs Instructional Specialist, teachers	Strategy result is for Student performance to increase by 10% from last year on the Meets standards				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 2) Crockett will facilitate the Abydos Writing Institute for secondary ELAR teachers.	2.4, 2.5, 2.6	Principals APs Instructional Specialist, teachers	Strategy result is for Student performance to increase by 10% from last year on the Meets standards				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00, State Comp Ed - 0.00							
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 3) Increase instructional time in 6th and 7th grade through block scheduling.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialists.	Strategy expected results include: consistent implementation of differentiated instruction through small group instruction and consistent intervention.				
Problem Statements: Student Achievement 1 - School Context and Organization 1							
Funding Sources: Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 4) Teachers will utilize ECISD Planning Mats during lesson planning	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialists.	Strategy expected result is improvement of student engagement based on effective lesson planning.				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources**: Local - 0.00						

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

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause 1**: The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

Curriculum, Instruction, and Assessment
Problem Statement 1: The problem is no scheduled PLCs time to plan with fidelity. **Root Cause 1**: Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

School Context and Organization
Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause 1**: Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Goal 1: Crockett MS will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.
6th Grade Math from 22% to 32%
7th Grade Math from 24% to 34%
8th Grade Math from 32% to 42%

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 1) Implement Imagine Math in 6th through 8th grade as a supplemental program	2.4, 2.5, 2.6	Principal APs Instructional Specialist	Students will increase by 10% from last year on the Meets standards				
Problem Statements: Student Achievement 2 - Technology 2							
Funding Sources: State Comp Ed - 0.00							
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) Increase instructional time in 6th grade through block scheduling.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialist, Math Co-ordinator	Strategy result will be an increase in student math performance of 10 percent.				
Problem Statements: Student Achievement 2 - School Context and Organization 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 3) Teachers will utilize ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialist, Math Co-ordinator	Strategy expected result is improvement of student engagement based on effective lesson planning.				
Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: The problem is 6th-8th grade Math STAAR scores are below state average. . **Root Cause 2**: The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

Curriculum, Instruction, and Assessment
Problem Statement 1: The problem is no scheduled PLCs time to plan with fidelity. **Root Cause 1**: Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

School Context and Organization
Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause 1**: Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Technology
Problem Statement 2: Problem is not all students have access to technology on a daily basis. **Root Cause 2**: Root cause is the limited number of devices compared to number of students.

Goal 1: Crockett MS will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Students achieving the Meets Standard on Social Studies STAAR state assessment will increase by 10% in each grade level.

8th Grade Social Studies from 7% to 17%.

Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) 8th grade teachers will monitor and disaggregate data during PLCs.	2.4, 2.5, 2.6	Principal APs Instructional Specialist	Students will show an increase of at least 10% on the STAAR.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources**: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) 8th grade teachers will plan as a grade level during PLCs and implement a consistent curriculum focusing on academic curriculum.	2.4, 2.5, 2.6	Principal, APs, Instructional Specialists, and teachers	Principal, APs, Instructional Specialists, and teachers				
Problem Statements: Curriculum, Instruction, and Assessment 1 **Funding Sources**: Local - 0.00							
TEA Priorities Improve low-performing schools 3) Teacher will use the ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, Instructional Specialists, and teachers	Strategy expected results will be an increase of 10% on student performance due to better aligned and prepared lessons.				
Problem Statements: Curriculum, Instruction, and Assessment 1 **Funding Sources**: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 4) Teachers will utilize the Jarrett Social Studies resource during lesson planning.	2.4, 2.5, 2.6	Principal, APs, Instructional Specialists, and teachers	Strategy expected results will be an increase of 10% on student performance due to better aligned and prepared lessons.				
Funding Sources: Local - 0.00, Title One School-wide - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

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

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause 1**: The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

Curriculum, Instruction, and Assessment
Problem Statement 1: The problem is no scheduled PLCs time to plan with fidelity. **Root Cause 1**: Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

Goal 1: Crockett MS will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020.
8th Science from 23% to 28%

Evaluation Data Source(s) 6: 2020 State Accountability

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) 8th grade teachers will monitor and disaggregate data during PLCs	2.4, 2.5, 2.6	Principals APs Instructional Specialists	Students will increase by at least 5% in Meets in Science STAAR				
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00, Title One School-wide - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) 8th grade teachers will plan as a grade level during PLCs and implement a consistent curriculum focusing on academic curriculum.	2.4, 2.5, 2.6	Principal, APs, teachers and Instructional Specialists	Strategy expected results will be an increase of 10% on student performance.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 3) Teacher will use the ECISD Planning Mats during lesson planning	2.4, 2.5, 2.6	Principal, APs, teachers and Instructional Specialists	Strategy expected results will be an increase of 10% on student performance due to better aligned and prepared lessons.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: Local - 0.00							

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

Performance Objective 6 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: The problem is no scheduled PLCs time to plan with fidelity. **Root Cause 1**: Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

Goal 1: Crockett MS will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: Increase Crockett student attendance from 95% to 96% by May 2020.

Evaluation Data Source(s) 7: District attendance reports

Summative Evaluation 7:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Attendance incentives will be given to students with perfect attendance every six weeks. Attendance clerks will make connections with parents regarding absences and tardies. APs, attendance clerks, and teachers will contact parents to inquire about absences.	2.4, 2.5, 2.6	Teachers Attendance clerks APs Principals	Attendance will improve by at least to at least 96%	0%			
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1 **Funding Sources**: Local - 0.00							
Targeted Support Strategy 2) Encourage parents to use the Attendance Campaign flyer to document their child's attendance throughout the year.	2.4, 2.5, 2.6	School staff. Parents and students	Strategy expected result is the increase in student attendance and parent involvement.				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 **Funding Sources**: Local - 0.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 7 Problem Statements:

School Culture and Climate
Problem Statement 1: The problem is an existing gap between School and Parents with regards to parent involvement. **Root Cause 1**: The root cause is lack of parent training on parent involvement opportunities, ineffective parent communication, and inadequate training on how to access parent portal.

Parent and Community Engagement

Problem Statement 1: The problem consists of ineffective parent and community engagement. **Root Cause 1**: The root cause is lack of planning high quality parent involvement activities and not making parent involvement a priority.

School Context and Organization

Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause 1**: Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Goal 2: Crockett MS will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: 24% of teacher have less than 5 years experience. The objective is to coach and support teachers to ensure retention.

Evaluation Data Source(s) 1: TAPAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Crockett Administrators will provide coaching for teachers using the Relay coaching model.	2.4, 2.5, 2.6	Administrators, teachers	Expected result is improvement of teacher quality and student performance.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 **Funding Sources**: Local - 0.00						
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) Crockett will provide teachers with training in their dedicated content area along with support from Instructional Specialists	2.4, 2.5, 2.6	Administrators, teachers, Instructional Specialists	Expected result is improved teacher quality and student performance.				
	Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 **Funding Sources**: Local - 0.00, Title One School-wide - 0.00						
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 3) Crockett will provide a PLC period for 6th ELAR /Math and 7th ELAR dedicated to teacher planning and data analysis.	2.4, 2.5, 2.6	Administrators, teachers, Instructional specialists	Expected results is improved quality of lesson planning processes,Tier 1 instruction and improved student performance.				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause 1**: The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

Problem Statement 2: The problem is 6th-8th grade Math STAAR scores are below state average. . **Root Cause 2**: The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

Staff Quality, Recruitment, and Retention

Problem Statement 1: The problem is inadequate recruitment and retention of high qualified teachers **Root Cause 1**: The root causes are limited number of teachers available for hire, and limited number of highly qualified teachers.

Curriculum, Instruction, and Assessment

Problem Statement 1: The problem is no scheduled PLCs time to plan with fidelity. **Root Cause 1**: Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

Goal 3: Crockett MS will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Streamline the flow of communication so that customers are efficiently directed to the proper department in order to have their questions answered in a timely manner.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Improve low-performing schools 1) Crockett will utilize parent link (texts, emails, flyers and voice call) both in English and Spanish, social media, Marquee, notes home, planner. The school web page will offer information to our parents and students.		Principal APs Librarian Teachers	Increase Communication between home and school.				
			Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1				
2) Crockett will plan and host 4 parent nights: Family Math, Reading, Open House, and Science Night.	2.4, 2.5, 3.1, 3.2	Administrators, Teachers, Parents	Expected results				
			Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1				
TEA Priorities Improve low-performing schools 3) The AVID program will implement the student led parent workshop.	3.1, 3.2	AVID site team, administrators.	The expected results are increased parent involvement, increased parent knowledge of AVID, and development of student leadership skills				
	Problem Statements: Parent and Community Engagement 1						
	Funding Sources: Local - 0.00, Title One School-wide - 0.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: The problem is an existing gap between School and Parents with regards to parent involvement. **Root Cause 1**: The root cause is lack of parent training on parent involvement opportunities, ineffective parent communication, and inadequate training on how to access parent portal.

Parent and Community Engagement

Problem Statement 1: The problem consists of ineffective parent and community engagement. **Root Cause 1**: The root cause is lack of planning high quality parent involvement activities and not making parent involvement a priority.

School Context and Organization

Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause 1**: Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Goal 4: Crockett MS will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, attendance data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** 1) Teachers will utilize CHAMPS in classrooms and throughout the building.	2.4, 2.5, 2.6	Principals, Assistant Principals, IS, Department Chairs	Students will have a safe environment that is conducive to learning.				
Problem Statements: Student Achievement 1, 2 - School Context and Organization 1							
Targeted Support Strategy 2) Administrators will provide coaching using the Relay coaching model to improve school wide routines and procedures.	2.4, 2.5, 2.6	Administrators, teachers, Instructional specialists	Expected results is improved student safety and student performance.				
Problem Statements: Student Achievement 1, 2 - School Context and Organization 1							
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 3) Crockett will monitor student attendance through the Attendance Clerks and make contact with parents of students with attendance problems.	2.4, 2.5, 2.6	Administrators, attendance clerk, parents	Expected results are an increased awareness by parent of attendance issues and improved attendance rates for students.				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 **Funding Sources**: Local - 0.00, Title One School-wide - 0.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause 1**: The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

Problem Statement 2: The problem is 6th-8th grade Math STAAR scores are below state average. . **Root Cause 2**: The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

School Culture and Climate

Problem Statement 1: The problem is an existing gap between School and Parents with regards to parent involvement. **Root Cause 1**: The root cause is lack of parent training on parent involvement opportunities, ineffective parent communication, and inadequate training on how to access parent portal.

Parent and Community Engagement

Problem Statement 1: The problem consists of ineffective parent and community engagement. **Root Cause 1**: The root cause is lack of planning high quality parent involvement activities and not making parent involvement a priority.

School Context and Organization

Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause 1**: Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Goal 4: Crockett MS will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: Crockett and ECISD will ensure that training for staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy 1) Teachers will complete annual Safe-School training, will attend Ethics and sexual harassment training, and receive Trauma informational training. Youth Truth survey will be used to assess school culture and change students perception of school	2.4	Principal, Assistant Principals, Is, and Department Chairs	Students will have a safe environment that is conducive to learning. The Truth Survey will reflect a more positive results				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						

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

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The problem is inadequate recruitment and retention of high qualified teachers **Root Cause 1**: The root causes are limited number of teachers available for hire, and limited number of highly qualified teachers.

Goal 5: Crockett MS will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Crockett will utilized funds to promote student learning, to increase parent engagement and provide a safe learning environment for all.

Evaluation Data Source(s) 1: Title 1 funds and budget.
Sign in sheets for parent engagement.

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Crockett will host the following parent involvement activities throughout the year: Open House, Reading Night, Math Night, Science Night.	3.1, 3.2	Principals, assistant principals, teachers, and Department Chairs	Increase parent participation on the education of their child. Increase STAAR meets standard by 10%				
	Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1						
	Funding Sources: Local - 0.00, Title One School-wide - 0.00						
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) Purchase more COWs to increase technology on campus.	2.4, 2.5, 2.6	Administrators, teachers	Strategy expected result is to improve the student to device ration to 4-1.				
	Problem Statements: Student Achievement 1, 2 - Technology 2						
	Funding Sources: Title One School-wide - 0.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause 1**: The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

Problem Statement 2: The problem is 6th-8th grade Math STAAR scores are below state average. . **Root Cause 2**: The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

School Culture and Climate

Problem Statement 1: The problem is an existing gap between School and Parents with regards to parent involvement. **Root Cause 1**: The root cause is lack of parent training on parent involvement opportunities, ineffective parent communication, and inadequate training on how to access parent portal.

Parent and Community Engagement

Problem Statement 1: The problem consists of ineffective parent and community engagement. **Root Cause 1**: The root cause is lack of planning high quality parent involvement activities and not making parent involvement a priority.

Technology

Problem Statement 2: Problem is not all students have access to technology on a daily basis. **Root Cause 2**: Root cause is the limited number of devices compared to number of students.

Goal 6: Crockett MS will utilize technology to enhance instruction, create efficient processes, and to increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Crockett campus improvement plans will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 1: 2019-2020 Campus improvement Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Crockett will align to district and campus improvement plans as per district and campus needs.	2.4, 2.5, 2.6	Principal, campus improvement team	Campus improvement plan that aligns with the district improvement plan and supports campus needs.				
	Problem Statements: Technology 1, 2 **Funding Sources**: Local - 0.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: The problem is lack of wifi availability in portable buildings. **Root Cause 1**: Root cause is portable buildings not having wifi capability..
Problem Statement 2: Problem is not all students have access to technology on a daily basis. **Root Cause 2**: Root cause is the limited number of devices compared to number of students.

Goal 6: Crockett MS will utilize technology to enhance instruction, create efficient processes, and to increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Increase student computer ration to a minimum of one computer per 4 students. Moving towards a long term goal of one computer per student at Crockett as soon as possible

Evaluation Data Source(s) 2: Campus inventory
Student enrollment

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy **TEA Priorities** Improve low-performing schools 1) Utilize any available funds to purchase additional technology for campus needs.	2.4, 2.5, 2.6	Principal	Increase student computer ratio to a minimum of one computer to 4 students.				
	Problem Statements: Technology 1, 2 **Funding Sources**: Local - 0.00, Title One School-wide - 0.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: The problem is lack of wifi availability in portable buildings. **Root Cause 1**: Root cause is portable buildings not having wifi capability..
Problem Statement 2: Problem is not all students have access to technology on a daily basis. **Root Cause 2**: Root cause is the limited number of devices compared to number of students.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	1	Crockett will utilize parent link (texts, emails, flyers and voice call) both in English and Spanish, social media, Marquee, notes home, planner. The school web page will offer information to our parents and students.
4	1	1	Teachers will utilize CHAMPS in classrooms and throughout the building.
4	2	1	Teachers will complete annual Safe-School training, will attend Ethics and sexual harassment training, and receive Trauma informational training. Youth Truth survey will be used to assess school culture and change students perception of school

State Compensatory

Budget for Crockett Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
164 11 00 44 6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	$100,000.00
	6100 Subtotal:	**$100,000.00**

Personnel for Crockett Middle School:

Name	Position	Program	FTE
Alicia Johnson	Teacher	Dyslexia	1
Dana Debose	SAS counselor	Counseling	1
Mayra Cano	Liaison	Communities in Schools	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The needs assessment revealed the need to improve reading and math at the 6th grade level due to lower student performance after the transition from 5th to 6th grade. Math at all grade levels also needs to be addressed in 6th - 8th grade.

2 Chrome Cart and chromes for Social Studies- Social Studies should have their own computer cart to facilitate learning in the classroom so that students are creating presentations, analyzing historical photographs, exploring America's primary documents, traveling through virtual field trips, and collaborating on group research projects. $25,000.

Tutoring after school- $25, 000.

Lone Star Learning Resource for Math all grades- $2250.00.

Mentoring Minds for Math and Reading $10,000

$5,000 for Jarrett Social Studies Resource

3,000 Science Diagnostic 8th grade Resource

Whiteboards with grid on one side for math $1,500

chart paper $2,000,

$2,500 Family Math, Science and Reading Night

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stake holders will include:

Principal

Assistant Principals

Department Chairs

Instructional Specialist

Parents

Teachers

support Staff

2.2: Regular monitoring and revision

Monitoring will be quarterly using various data sources and a meeting with the Title I Director and the CIP Leadership Committee.

2.3: Available to parents and community in an understandable format and language

Communication with parents and the community will be conducted via parent meetings, posted on our website.

2.4: Opportunities for all children to meet State standards

Crockett has implemented the strategies as outlined in the Middle School redesign to include the following:

- 90 minute block for 6th ELAR/Math and 7th ELAR
- Imagine Math Program
- Implementation of new ELAR TEKS
- Dedicated PLC planning for 6th and 7th grade teachers
- AVID in 6th grade
- CHAMPS
- Relay
- MSEAN- 6th grade mentoring program

Other Strategies and Resources:

- Tutoring
- Mentoring minds,
- Istation,
- Imagine math,
- Jarrett for social studies,

2.5: Increased learning time and well-rounded education

Learning time will increase in 6th and 7th ELAR as they are moving into 90 minute block.

Math is moving into a 90 minute block in 6th grade.

2.6: Address needs of all students, particularly at-risk

All planned and implemented academic strategies are designed to meet the needs of At-Risk students on the campus.

At-Risk students will be monitored for the following:

1. Academic growth and performance

- Math
- ELAR

2. Attendance

3. Intervention

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent policy and parent compact will be developed by members of the school including parents. Both documents will focus on student achievement and parent involvement.

The documents will be distributed during Open House, parent events, and sent home with each student.

3.2: Offer flexible number of parent involvement meetings

Flexible parent involvement meetings include:

Meet your Teacher Night- Open House

Orientation for all new students

Fine Arts performances

Family Nights (math, science, reading)

Volunteer program

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Mende Mays	Math Department Chair
Classroom Teacher	Elizabeth Avila	teacher
Classroom Teacher	Diana Patterson	Social Studies department chair
Classroom Teacher	Rebecca Norris	Department chair ELAR
Classroom Teacher	Joshua Basse	Science department chair
Classroom Teacher	Angie Wood	Department chair Special Education
Classroom Teacher	Yvette Abila	AVID coordinator
Administrator	MARIBEL ARANDA	Principal
Administrator	Senovio Ortiz	Assistant Principal
Administrator	Tonya Houson	Assistant Principal
Administrator	Terrence Reece	Assistant Principal

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	3			$0.00
1	5	4			$0.00
1	6	1			$0.00

Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2			$0.00
1	6	3			$0.00
1	7	1			$0.00
1	7	2			$0.00
2	1	1			$0.00
2	1	2			$0.00
3	1	3			$0.00
4	1	3			$0.00
5	1	1			$0.00
6	1	1			$0.00
6	2	1			$0.00
				Sub-Total	$0.00

State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			$0.00
1	2	1			$0.00
1	3	2			$0.00
1	4	1			$0.00
				Sub-Total	$0.00

Title One School-wide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	4			$0.00
1	2	3			$0.00
1	5	4			$0.00

Title One School-wide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			$0.00
2	1	2			$0.00
3	1	3			$0.00
4	1	3			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	2			$0.00
6	2	1			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums

ESC Region #:	18
LEA Name:	Ector County ISD
County-District #:	068901

Contact Name:	Julia Willett
Telephone:	432-456-8769
Email:	Julia.willett@ectorcountyisd.org

Highly Qualified Teacher
Continuous Improvement Plan 2015-2016

PART I – LEA Plan

Definitions

Strategies/Activities - Strategies and activities to be implemented to meet the goal and objectives listed. **(A single strategy may meet multiple objectives).**

Objective Met – Select the objective(s) from the list that the strategy/activity addresses.

Person(s) Responsible - Personnel (by position) needed to implement the activity.

Measurable Evidence of Improvement - Qualitative and/or quantitative measures of improvement.

Target Completion Date - Date that strategy/activity will be complete.

Goal: To meet the 100% highly qualified teacher requirements by the end of the 2015-2016 school year.

All objectives below must be addressed in the plan.

Objective 1 - Increase the percentage of highly qualified core academic subject area <u>teachers</u> on each campus to 100%.

Objective 2 - Increase the percentage of core academic subject area <u>classes</u> taught by highly qualified teachers on each campus to 100%.

Objective 3 - Increase or maintain the percentage of teachers receiving <u>high-quality professional development</u> on each campus to meet 100%.

Objective 4 - Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers. (If the objective is not applicable, please review the Continuous Improvement Plan Instructions for further guidance.)

Objective 5 – Increase the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to 100%. (If the objective is not applicable, please review the Continuous Improvement Plan Instructions for further guidance.)

Objective 6 - Attract <u>and</u> retain highly qualified teachers.

Objective 7 - Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

Strategies/Activities	Objective(s) Met (Multiple boxes may be checked.)	Person(s) Responsible	Measurable Evidence of Improvement	Target Completion Date
ECISD will offer a spring Job Fair, and will communicate with regional colleges to solicit student teachers to ECISD and will offer PD to support teachers in ECISD to become HQ in core academic areas.	☒ Objective 1 ☐ Objective 2 ☐ Objective 3 ☐ Objective 4 ☐ Objective 5 ☐ Objective 6 ☐ Objective 7	HR, Campus leadership, Communications Department,Teachers	100% HQ by end of school year	6-1-2016
ECISD will recruit globally from colleges, alternative certifications programs, and educational service centers.	☐ Objective 1 ☒ Objective 2 ☐ Objective 3 ☐ Objective 4 ☐ Objective 5 ☐ Objective 6 ☐ Objective 7	HR, Campus leadership, Communications Department	100% HQ by end of school year	6-1-2016
All ECISD teachers are required to attend content specific professional development that is aligned with national staff dev standards	☐ Objective 1 ☐ Objective 2 ☒ Objective 3 ☐ Objective 4 ☐ Objective 5 ☐ Objective 6 ☐ Objective 7	Campus Leadership, Curriculum & Instruction, PD, Teachers	100% HQ by end of school year	
Low income students and minority students will be taught by HQ teachers & experienced teachers at the same or higher rates as other students.	☐ Objective 1 ☐ Objective 2 ☐ Objective 3 ☒ Objective 4 ☐ Objective 5 ☐ Objective 6 ☐ Objective 7	HR, Campus and Central administration	100% HQ by end of school year	6-1-2016

Strategies/Activities	Objective(s) Met	Person(s) Responsible	Measurable Evidence of Improvement	Target Completion Date
High poverty students in core academic subject areas will be taught by HQ & experienced teacher at the same or higher rates as other students.	☐ Objective 1 ☐ Objective 2 ☐ Objective 3 ☐ Objective 4 ☒ Objective 5 ☐ Objective 6 ☐ Objective 7	HR, Campus and Central administration	100% HQ by end of school year	6-1-2016
ECISD will recruit globally to attract HQ teachers and support teachers who are here by working collaboratively with and formulating partnerships with university programs, and certification programs to retain and attract HQ teachers.	☐ Objective 1 ☐ Objective 2 ☐ Objective 3 ☐ Objective 4 ☐ Objective 5 ☒ Objective 6 ☐ Objective 7	HR, Campus leadership, Communications Department	100% HQ by end of school year	6-1-2016
ECISD will offer support to non- hq teachers by providing meaningful, ongoing PD, make study and preparation materials available, and coordinate through formulating partnerships with surrounding universities & educational service centers, and observation opportunities to non-hq teachers.	☐ Objective 1 ☐ Objective 2 ☐ Objective 3 ☐ Objective 4 ☐ Objective 5 ☐ Objective 6 ☒ Objective 7	HR, Campus and Central administration	100% HQ by end of school year	6-1-2016
	☐ Objective 1 ☐ Objective 2 ☐ Objective 3 ☐ Objective 4 ☐ Objective 5 ☐ Objective 6 ☐ Objective 7			

Part II - Signatures of all Required Team Members and Superintendent

Role	Please Print or Type	Please Sign
Superintendent	Thomas Crowe	
Federal Programs Director ☐ LEA does not have Federal Programs Director position	Julia Willett	
Human Resource Director ☐ LEA does not have Human Resource Director position	Staci Ashley	
Name of each campus not able to report 100% HQT: 1. DAEP 2. Odessa High School 3. Permian High School 4. NTO 5. UT Falcon Early College High School 6. Crockett Middle School 7. Bonham Middle School 8. Bowie Middle School 9. Ector Middle School	Campus Administrator from each campus not able to report 100% HQT: 1. Charles Quintela 2. Rachel Baxter 3. Vanessa Carr 4. Tina Lopez 5. Lindsey Lumpkin 6. Mauricio Marquez 7. Mark Ferrar 8. Shelia Stevenson 9. Kendra Herrera	1. CQ 2. RB 3. VC 4. TL 5. LL 6. MM 7. MF 8. SS 9. KH

10. Nimitz Middle School	10. Robin Fawcett	10. RF
11. Wilson Young Middle School	11. Andrea Martin	11. AM
12. Gale Pond Alamo	12. Regina Lee	12. R L
13. Austin	13. Crystal Marquez	13. CM
14. Blackshear	14. Marissa King	14. MK
15. Blanton	15. Stacey Molyneaux	15. SM
16. Buice	16. Alicia Press	16. AP
17. Burleson	17. Evelyn Garcia	17. EG
18. Burnet	18. Tristan Specter	18. TS
19. Cameron	19. Jacob Bargas	19. JB
20. Carver	20. Sherry Palmer	20. SP
21. Cavazos	21. Maribel Aranda	21. MA
22. Dowling	22. Valerie Rivera	22. VR
23. Edward Downing	23. Linda Subia	23. LS
24. George W. Bush	24. Marcos Lopez	24. ML
25. Goliad	25. Lauren Tavarez	25. LT
26. Gonzales	26. Sunny Rodriguez	26. SR
27. Hays	27. Amy Anderson	27. AA

28. Jordan	28. Linda Voss	28. LV
29. Lamar	29. Martha Mitchell	29. MM
30. LB Johnson	30. Christopher Houston	30. CH
31. Milam	31. Natalie Fitzgerald	31. NF
32. Murry Fly	32. Yolanda Hernandez	32. YH
33. Noel	33. Stacy Johnson	33. SJ
34. Pease	34. Autumn Sloan	34. AS
35. Ross	35. Rebecca Phillips	35. RP
36. Sam Houston	36. Sandra Banda	36. SB
37. San Jacinto	37. Pam Walker	37. PW
38. Zavala	38. Amanda Warber	38. AW

The Highly Qualified Continuous Improvement Plan must be completed by **December 16, 2015**. If you have any questions, contact the Highly Qualified Unit via email at highlyqualified@tea.state.tx.us.