

Ector County Independent School District

Crockett Middle School

2024-2025



Board Goals

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 across all tested content areas.

Performance Objective 1: Students Meeting or Exceeding individual growth projections on Math MAP will increase from 49% Math to the goal of 60% MAP by May 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.





Indicators of Success:

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: IB Assessments, Short Cycle Assessments, STAAR





Strategy 1 Details	Reviews			
<p>Strategy 1: Enhance Curriculum Alignment with IB MYP Frameworks:</p> <p>Integrate IB MYP principles into the math curriculum to emphasize inquiry-based learning, real-world problem-solving, and interdisciplinary connections, ensuring a rigorous and engaging academic experience. Align math instructional materials and activities with IB MYP standards, incorporating tasks that challenge students to apply mathematical concepts in diverse contexts and foster higher-order thinking skills.</p> <p>Strategy's Expected Result/Impact: Data-Driven Instruction and Targeted Interventions:</p> <p>Utilize MAP assessment data to identify individual student strengths and areas for growth, creating personalized learning plans tailored to address specific needs and gaps in mathematical understanding. Implement targeted intervention programs, such as small group instruction, one-on-one tutoring, and after-school support, to provide additional assistance for students who are not meeting growth projections.</p> <p>Professional Development and Collaborative Planning:</p> <p>Provide ongoing professional development for math teachers focused on effective instructional strategies, differentiation, and the use of formative assessments to monitor and support student progress. Facilitate regular collaborative planning sessions for math teachers to share best practices, analyze student data, and align instructional strategies with both MAP growth goals and IB MYP standards.</p> <p>Engaging and Relevant Math Curriculum:</p> <p>Integrate real-world applications and problem-solving activities into the math curriculum to make learning more engaging and relevant, fostering a deeper understanding of mathematical concepts and their practical uses. Encourage the use of inquiry-based learning and interdisciplinary projects that connect math to other subjects and global contexts, enhancing student engagement and motivation to achieve growth targets.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, IB Coordinator, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Data-Driven Instruction and Personalized Learning:</p> <p>Utilize MAP assessment data to track individual student progress, identify specific areas of need, and create personalized learning plans that target these areas for improvement. Implement targeted interventions and differentiated instruction, such as small group sessions and one-on-one support, based on data insights to address gaps in student understanding and promote individual growth.</p> <p>Strategy's Expected Result/Impact: Data-Driven Instruction and Targeted Interventions:</p> <p>Utilize MAP assessment data to identify individual student strengths and areas for growth, creating personalized learning plans tailored to address specific needs and gaps in mathematical understanding. Implement targeted intervention programs, such as small group instruction, one-on-one tutoring, and after-school support, to provide additional assistance for students who are not meeting growth projections.</p> <p>Professional Development and Collaborative Planning:</p> <p>Provide ongoing professional development for math teachers focused on effective instructional strategies, differentiation, and the use of formative assessments to monitor and support student progress. Facilitate regular collaborative planning sessions for math teachers to share best practices, analyze student data, and align instructional strategies with both MAP growth goals and IB MYP standards.</p> <p>Engaging and Relevant Language and Literature Curriculum:</p> <p>Integrate real-world applications and problem-solving activities into the math curriculum to make learning more engaging and relevant, fostering a deeper understanding of mathematical concepts and their practical uses. Encourage the use of inquiry-based learning and interdisciplinary projects that connect math to other subjects and global contexts, enhancing student engagement and motivation to achieve growth targets.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, IB Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: TexasIB Training, FLIBSchools Training, Lead4ward - Title One School- Improvement</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Personalized Learning and Targeted Interventions:</p> <p>Utilize MAP assessment data to create personalized learning plans for students, identifying specific areas for growth and tailoring instruction to address these needs. Develop targeted intervention programs, such as small group instruction, reading workshops, and one-on-one tutoring, to provide additional support for students who are not meeting growth projections, ensuring they receive the necessary resources and guidance to improve their reading skills.</p> <p>Strategy's Expected Result/Impact: Consistent and Aligned Instruction:</p> <p>Teachers will deliver more consistent and aligned instruction across all content areas, ensuring that lessons adhere to both IB MYP standards and state assessment requirements. This alignment will lead to a more seamless and coherent learning experience for students. The focused planning sessions will help identify gaps and overlaps in the curriculum, allowing teachers to address these areas effectively and ensure comprehensive coverage of essential concepts and skills.</p> <p>Enhanced Student Outcomes:</p> <p>Students will show improved performance on state assessments, as the collaborative planning sessions will ensure that critical thinking and conceptual understanding are emphasized across the curriculum. This will contribute to the goal of increasing the percentage of students meeting or exceeding the standard from 32% to 60% by May 2024. By fostering a deeper understanding of subject matter and promoting higher-order thinking skills, students will be better prepared for future academic challenges and success in higher education.</p> <p>Professional Growth and Cohesive Teaching Practices:</p> <p>Teachers will experience professional growth through regular collaboration, sharing of best practices, and joint problem-solving. This collective effort will enhance their instructional skills and pedagogical knowledge, particularly in areas such as critical thinking and conceptual understanding. The collaborative environment will create a strong sense of community and shared responsibility among teachers, leading to more cohesive teaching practices and a supportive professional culture within the school.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, IB Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, 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</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 across all tested content areas.

Performance Objective 2: Students Meeting or Exceeding individual growth projections on Reading MAP will increase from 57% to the goal of 68% by May 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.





Strategy 1 Details	Reviews			
<p>Strategy 1: Integrate IB MYP Frameworks into Reading Curriculum:</p> <p>Align the reading curriculum with IB MYP principles to emphasize inquiry-based learning, critical thinking, and global contexts, creating a more engaging and relevant learning experience. Develop interdisciplinary reading projects that connect literature to other subjects and real-world issues, helping students apply reading skills in diverse contexts and deepen their understanding.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Data-Driven Instruction and Targeted Support:</p> <p>Analyze NWEA MAP assessment data to identify individual student needs and create personalized learning plans that address specific areas for growth in reading. Implement targeted interventions, such as differentiated small group instruction and individualized support, to provide focused assistance and enhance student progress toward meeting growth projections.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Personalized Learning and Targeted Interventions:</p> <p>Utilize MAP assessment data to create personalized learning plans for students, identifying specific areas for growth and tailoring instruction to address these needs. Develop targeted intervention programs, such as small group instruction, reading workshops, and one-on-one tutoring, to provide additional support for students who are not meeting growth projections, ensuring they receive the necessary resources and guidance to improve their reading skills.</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 across all tested content areas.

Performance Objective 3: Student Meets achievement (6th-8th) on Math STAAR will increase from 28% to 50% by the end of 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate Middle Years (IB MYP) programming.





Indicators of Success:

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Strategy 1 Details	Reviews			
<p>Strategy 1: Align Curriculum with IB MYP Frameworks and STAAR Requirements:</p> <p>Integrate the IB MYP frameworks into the math curriculum to provide a cohesive and rigorous academic experience, emphasizing inquiry-based learning, real-world applications, and interdisciplinary connections.</p> <p>Ensure that the curriculum aligns with STAAR requirements by mapping IB MYP standards to STAAR objectives, creating a clear and consistent pathway for students to meet or exceed state standards.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Data-Driven Instruction and Continuous Monitoring:</p> <p>Utilize STAAR and formative assessment data to identify student strengths and areas for growth, allowing for personalized learning plans and targeted interventions tailored to individual needs.</p> <p>Implement regular data review sessions where teachers analyze student performance data, adjust instructional strategies, and track progress toward meeting the 50% achievement goal.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Professional Development and Collaborative Planning:</p> <p>Provide professional development focused on IB MYP instructional practices, effective differentiation, and the use of data to inform instruction, ensuring teachers are equipped to support all students.</p> <p>Facilitate regular collaborative planning sessions for math teachers to share best practices, develop aligned instructional materials, and coordinate efforts to address identified gaps and reinforce critical mathematical concepts.</p>	Formative			Summative
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<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 across all tested content areas.

Performance Objective 4: Student Meets achievement (6th-8th) on Reading STAAR will increase from 35% to 50% by the end of 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.

Strategy 1 Details	Reviews			
<p>Strategy 1: Integrate IB MYP Frameworks into Reading Curriculum:</p> <p>Align the reading curriculum with IB MYP frameworks to provide a rigorous and engaging academic experience that emphasizes inquiry-based learning and global contexts, helping students make connections across subjects. Ensure the curriculum meets STAAR requirements by mapping IB MYP standards to STAAR objectives, creating a cohesive instructional plan that guides students toward achieving state standards.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Data-Driven Instruction and Targeted Interventions:</p> <p>Use STAAR and formative assessment data to identify student strengths and areas for improvement, creating personalized learning plans that address specific needs and monitor progress. Implement targeted intervention programs, such as small group instruction, one-on-one tutoring, and reading workshops, to provide additional support for students who are not meeting achievement benchmarks.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Professional Development and Collaborative Planning:</p> <p>Offer ongoing professional development for teachers on IB MYP instructional practices, data-driven instruction, and effective differentiation strategies to support diverse learners. Facilitate regular collaborative planning sessions for reading teachers to analyze student performance data, share best practices, and align instructional strategies with IB MYP standards and STAAR objectives, ensuring consistent and effective teaching practices.</p>	Formative			Summative
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Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 across all tested content areas.

Performance Objective 5: Crockett 8th grade student Meets achievement on Science STAAR will increase from 26% to 50% by the end of 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.

Strategy 1 Details	Reviews			
<p>Strategy 1: Align Curriculum with IB MYP Frameworks and STAAR Requirements:</p> <p>Integrate IB MYP science frameworks into the curriculum to ensure a cohesive and rigorous academic experience, emphasizing inquiry-based learning, real-world applications, and interdisciplinary connections. Align new science curriculum with STAAR objectives by mapping IB MYP standards to STAAR requirements, creating a clear instructional plan that prepares students to meet state standards.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Data-Driven Instruction and Targeted Interventions:</p> <p>Utilize STAAR and formative assessment data to identify student strengths and areas for growth, allowing for the creation of personalized learning plans and targeted interventions tailored to individual needs. Implement regular data review sessions where teachers analyze student performance data, adjust instructional strategies, and monitor progress toward meeting the 50% achievement goal.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Professional Development and Collaborative Planning:</p> <p>Provide professional development focused on IB MYP instructional practices, effective differentiation, and the use of data to inform instruction, ensuring teachers are equipped to support all students. Facilitate regular collaborative planning sessions for science teachers to share best practices, develop aligned instructional materials, and coordinate efforts to address identified gaps and reinforce critical scientific concepts.</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 1: Through foundational excellence, talent development, and the learning journey, the percentage of students achieving or exceeding the MEETS standard on state assessments will increase from 30% to 60% by May 2025 across all tested content areas.

Performance Objective 6: Crockett 8th grade student Social Studies Approached achievement Science STAAR will increase from 26% to 50% by the end of 2025 by enhancing curriculum alignment and instructional practices with International Baccalaureate programming.





Strategy 1 Details	Reviews			
<p>Strategy 1: Integrate IB MYP Frameworks into Social Studies Curriculum:</p> <p>Align the social studies curriculum with IB MYP frameworks to promote inquiry-based learning, interdisciplinary connections, and global perspectives, ensuring a rigorous and engaging academic experience. Develop and implement units that connect historical and social concepts to real-world issues and global contexts, enhancing student relevance and understanding.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Data-Driven Instruction and Targeted Support:</p> <p>Use STAAR and formative assessment data to identify individual student needs and areas for improvement, creating personalized learning plans and targeted interventions to address gaps in knowledge and skills.</p> <p>Conduct regular data review meetings with social studies teachers to analyze student performance, adjust instructional strategies, and implement effective interventions to support student progress.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Professional Development and Collaborative Planning:</p> <p>Provide professional development focused on IB MYP instructional strategies, effective differentiation, and data-driven instruction, equipping teachers with the tools and techniques needed to improve student achievement.</p> <p>Facilitate collaborative planning sessions where social studies teachers can share best practices, align instructional materials with IB MYP standards and STAAR objectives, and develop strategies to address specific student needs and enhance achievement.</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Crockett will develop comprehensive College and Career Exploration Programs for all students within the IB MYP curriculum.





Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Strategy 1 Details	Reviews			
Strategy 1: Teachers will include projects and that introduce students to various career paths and college environments. We will integrate career-related learning experiences into interdisciplinary units to help students understand the relevance of their academic subjects to future career and educational goals.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Crockett MS will enhance academic rigor and skill development for all students within the IB Program by offering advanced coursework and enrichment opportunities aligned with IB MYP standards to build foundational skills in critical thinking, problem-solving, and subject-specific knowledge that prepare students for high school and beyond and provide targeted support and intervention programs to help students develop essential academic and technical skills, ensuring they are well-prepared for advanced studies and career pathways.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Crockett will strengthen guidance and support systems by establishing a robust advisory program by developing a system for tracking student progress and providing personalized support, including mentoring and academic coaching, to ensure students are on track to meet their future readiness goals.	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Crockett will increase the connectedness indicator within Panorama from 48% to 58% for the 2024-25 school year.





Strategy 1 Details	Reviews			
<p>Strategy 1: Crockett MS will enhance student engagement and community building by implementing school-wide initiatives and programs that foster a sense of belonging and community, such as student clubs, leadership opportunities, and cross-grade mentoring programs that encourage positive peer interactions and support, and also by organizing regular school events, including social activities, service projects, and team-building exercises, to strengthen relationships among students and between students and staff.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Crockett will strengthen support services by implementing the new social-emotional learning platform, to help students build resilience, develop interpersonal skills, and leadership skills, and address any issues impacting their sense of connectedness. Train teachers and staff in SEL strategies and create a supportive environment where students feel valued and heard, ensuring that all students have access to the emotional support they need.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase Family and Community Engagement: Engage families and the broader community. Host informational sessions, parent engagement nights, and a variety of presentations to educate families about the various IB middle school pathways available to students. Encourage family participation in academic planning and support, creating a strong network around each student to promote success.</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Student daily attendance will increase from 92% to 95%.

Indicators of Success:

Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%





Strategy 1 Details	Reviews			
Strategy 1: Implement a Positive Attendance Incentive Program: Develop a system to reward students for consistent attendance. This could include monthly and quarterly rewards such as certificates, school-wide recognition, special privileges, or small prizes for students who achieve perfect or improved attendance.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Strengthen Family and Community Engagement: Build strong relationships with families by regularly communicating the importance of daily attendance for student success. Host workshops or family nights that educate parents and guardians about how attendance impacts academic achievement and long-term outcomes. Provide families with resources and strategies to overcome barriers to attendance, such as transportation or morning routines.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Create a Welcoming and Inclusive School Environment: Foster a positive school climate where students feel safe, supported, and engaged. Encourage teachers to build strong relationships with students and create an inclusive classroom environment. Implement programs that promote social-emotional learning, peer connections, and a sense of belonging, making students more motivated to attend school daily.	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: Exclusionary disciplinary infractions will decrease from 15 % to 5%.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Strategy 1 Details	Reviews			
<p>Strategy 1: Foster a Positive and Inclusive School Climate:</p> <p>Cultivate a positive school climate where all students feel respected, valued, and included. Encourage teachers to build strong relationships with students and create an inclusive classroom environment. Implement programs that promote diversity, equity, and inclusion, and address any systemic biases that may contribute to disproportionate disciplinary actions.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen Teacher Support Teams and Interventions: Develop a multidisciplinary support team to identify and support students who are at risk of exclusionary disciplinary infractions. Use data to identify patterns in behavior and implement individualized behavior intervention plans (BIPs). Provide ongoing support through counseling, mentoring, and check-ins to help students manage their behavior and succeed in school.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance Social-Emotional Learning (SEL) Programs:</p> <p>Integrate SEL into the daily curriculum to help students develop self-awareness, self-regulation, and interpersonal skills. Use SEL lessons to teach conflict resolution, emotional management, and decision-making skills. By fostering a deeper understanding of emotions and behaviors, students are more likely to engage positively with peers and staff, reducing the need for exclusionary discipline.</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				