

Ector County Independent School District

Crockett Middle School

2021-2022 Campus Improvement Plan



Mission Statement

At Crockett we will develop the leaders of tomorrow by:

- -
 -
- Creating Critical Thinkers
Problem Solvers
and Responsible Productive Citizens.

Vision

"Developing World Class Leaders One Creative Outstanding Leader of Tomorrow."

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	12
Goals	15
Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.	16
Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.	19
Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.	20
Campus Funding Summary	22
Addendums	23

Comprehensive Needs Assessment

Demographics

Demographics Summary

Historical Data Student & Teacher Information

Table 1 Enrollment

Year	6th -8th		
2021	1030		
2020	1081		
2019	1128		
2018	1199		
2017	1218		
2016	1180		
2015			
2014			

Table 3 Special Programs

Year	Sped	ELLs	At Risk	GT	CTE
2021	120	298	764	130	156
2020	127	287	833	136	126
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					

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	Hispanic	White	AA	Eco. Dis	Sped	ELLS
2021			92.5	92.2	92	94	91.1	93.3	92.9
2020		93.6	95.7	95.5	95.6	93.3	95.4	94.8	96.1
2019	95.4	93.5	94	93.3	92.3	92.1	93.4	92	94.2
2018	95.4	93.5	93.7	95					
2017	96.7	94.7	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									

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
2021	114
2020	115
2019	134
2018	134
2017	106
2016	100
2015	

Employee numbers are staying the same as well as student enrollment.

Table 10 Teachers by Years of Experience

Year	Beginning	1-5 yrs	6 -10 yrs	11-20 yrs	20 & Over
2021	21.5	26.4	12.9	27.2	12
2020					
2019	12.8	29.1	8	11	13
2018	7.6	30.5	9.9	13.8	13
2017	7.6	30.5	9.9	13.8	13
2016	13.2	24.2	8	16.1	15.3

About half of the teaching staff has 5 years or less of teaching experience. The 11-20 has increased.

Demographics Strengths

Economic disadvantage allowed us to be a Title one campus which in turn gave us some monetary benefits.

The diversity of our student enrollment is an asset to our campus culture. We have also grown in our diversity of teacher backgrounds (Filipino, African American)

The number of teachers that have taught at Crockett for a long time shows longevity and stability for the campus.

Problem Statements Identifying Demographics Needs

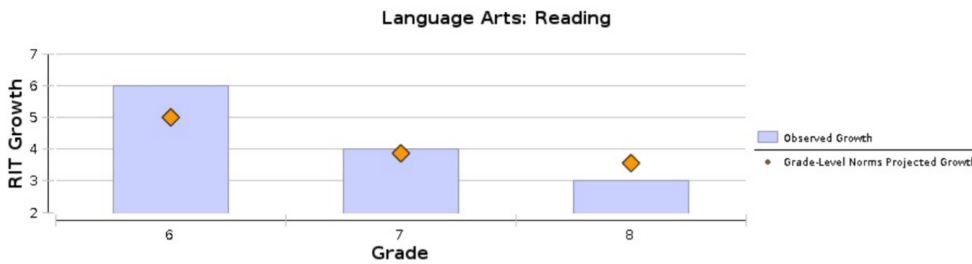
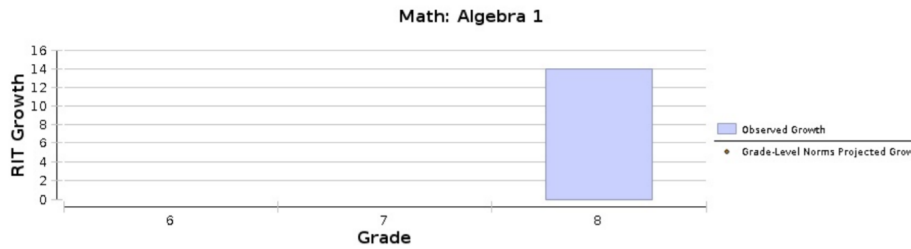
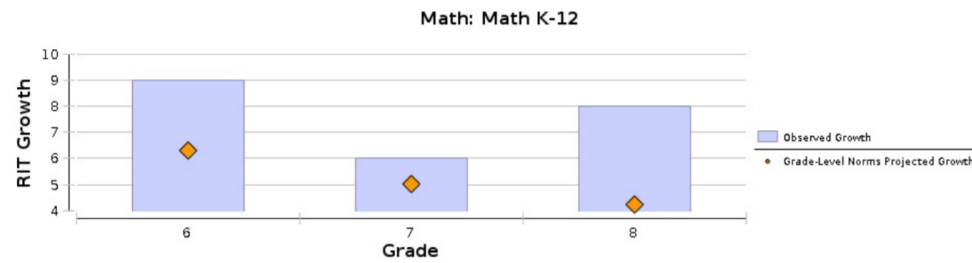
Problem Statement 1 (Prioritized): Students have a difficult time adjusting to a new campus when they move from other campuses or from out of state or country **Root Cause:** Students enrolling and withdrawing repeatedly throughout the school year.

Problem Statement 2 (Prioritized): Students are below grade level as they enter 6th grade. **Root Cause:** There is a gap in learning associated to attendance and mobility.

Problem Statement 3 (Prioritized): Attendance was lower this year. **Root Cause:** COVID was part of it and the online platform for some students

Student Learning

Student Learning Summary



2019	Approaches	Meets	Masters	2018 approaches	Meets	Masters	2020 Spring Benchmark	Approaches	Meets	Masters
Math	69%	33%	10%	63%	27%	9%	Math	59%	24%	6%
Reading	51%	22%	9%	50%	19%	8%	Reading	36%	12%	4%
Writing	39%	14%	4%	44%	22%	6%	Writing	38%	16%	4%
Science	61%	26%	8%	66%	36%	13%	Science	48%	17%	4%
Social Studies	38%	9%	3%	28%	5%	2%	Social Studies	27%	5%	1%

2021 STAAR Approaches Meets Masters				2020 Spring Benchmark Approaches Meets Masters				
Math	56	30	13	9%	Math	59%	24%	6%
Reading	43	18	7	8%	Reading	36%	12%	4%
Writing	41	10	1	6%	Writing	38%	16%	4%
Science	35	13	4	13%	Science	48%	17%	4%
Social Studies	23	5	1	2%	Social Studies	27%	5%	1%

Student Learning Strengths

Algebra students typically do well and we have 100% pass. This year we had 94% at approaches.

Students took MAP test BOY, MOY, EOY. The students have showed tremendous growth even with all the challenges of this year.

Students scored at the end of the year:

Math was high growth/low achievement

Algebra was at high Achievement/ High Growth

ELAR was High Growth/Low Achievement

Crockett was above the national average in the RTI scores in MAP.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The problem is the decrease in STAAR scores especially in 6th grade Reading. **Root Cause:** The cause is the decrease in time spend in reading skills in the lower grades. Some English Learners transition to English for the first time. COVID also created a greater gap in Reading. Transitions in 6th grade are new to students.

Problem Statement 2 (Prioritized): The problem is 6th grade Math Scores are low at 50% approaches. **Root Cause:** Transitions become something new in 6th grade. 75% of math TEKS are new to 6th grade level. COVID also created a bigger gap as the students did not finish 5th grade.

Problem Statement 3 (Prioritized): The 8th grade Reading scores did not show significant growth in STAAR. **Root Cause:** Teachers had some discord and one left middle of the year and a new one hired in January. COVID also created a greater gap in reading.

Problem Statement 4 (Prioritized): 8th Grade science fell from previous tested year. **Root Cause:** The teachers did not plan with fidelity using district provided resources. Students also missed a lot of instruction from 7th grade due to COVID shut down.

Problem Statement 5 (Prioritized): 8th Grade Social Studies fell from previous tested year. **Root Cause:** The teachers did not plan with fidelity using district provided resources.

Problem Statement 6 (Prioritized): 7th grade Reading scores were low at a 43% approaches **Root Cause:** Due to COVID attendance was an inconsistent and students loss instruction. One teacher in the grade level was out for a period of time.

Problem Statement 7 (Prioritized): 7th grade Math scores were low at a 39%. **Root Cause:** Due to COVID attendance was inconsistent and students lost instruction.

Problem Statement 8 (Prioritized): 8th Grade scores were at low at a 43% approaches which fell from previous testing year. **Root Cause:** A teacher resigned in November and were not able to replace as there were no suited candidates. Due to COVID attendance was inconsistent. Students lost instruction from 7th grade.

School Processes & Programs

School Processes & Programs Summary

Crockett is part of the Relay Cohort 1. The techniques and strategies taught at Relay are designed to foster growth and achievement in students. Relay has three areas for success. Implemented at Crockett was Behavior and Culture. This gave specific strategies and expectations to use in the classroom as well as the whole school. Second was planning for achievement. We used the district model and plan accordingly. Lastly is engaging academics where students learned to be actively engaged throughout the lesson.

Opportunity Culture was implemented this past year in 6th grade ELAR. Opportunity Culture restructures schools to extend the reach for excellent teachers, principals, and their teams to more students. Grounded in 5 key designs principals, research based, continuously refined and strengthened. Students reap the benefits. We want to expand to 6th Math for this upcoming year.

Teachers engaged in the Professional Learning Community and Data Driven Instruction processes. Math and English Language Arts met daily.

Aggressive Monitoring was implemented in English Language Arts and Math classrooms.

Teacher training and professional development. Awareness such as Child abuse, Safe Schools, Sexual Harassment, Darkness to Light, etc.

School Processes & Programs Strengths

Relay strengths are that implementation on the campus level brings a more focus culture- evidence includes less behavior issues and more time in the classroom for students. It allows for more focus rigor in instruction. We have see visible growth in our teachers and our MAP data shows ours students progress and growth.

Opportunity Culture is able to reach more students with excellent teachers. Successful planning and collaboration is part of the expected outcome. Opportunity Culture also develops talent - build capacity in new teachers as well as or Reach Associate.

Teachers have gained a better understanding of the Data Driven Instruction process and have included Aggressive Monitoring in their weekly lesson plans. These two processes have provided teachers with immediate feedback in order to adjust instruction.

Big Rocks will be implemented targeting School Culture.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only about 35 percent of our students in 6th grade ELAR were in front of an TRT. We only have one. **Root Cause:** There are not enough qualified teachers to do Opportunity Culture.

Problem Statement 2 (Prioritized): We do not have many positions to do Opportunity Culture. Positions come from current staffing. **Root Cause:** We have to use current positions to fund Opportunity Culture. Short of qualified candidates for these positions.

Problem Statement 3 (Prioritized): Relay was started and we could see the changes happening in our culture and behavior. Then COVID happened. The problem is that we did not see the success we wanted and there were other behaviors that arose. **Root Cause:** The various starts dates for students due to COVID and the challenges of this last year.

Problem Statement 4 (Prioritized): Attendance rates were down for face to face students as well for those students that were virtual. **Root Cause:** As part of COVID procedure many students were doing instruction asynchronous or synchronous and students did not attend school (either virtually or face to face) as expected.

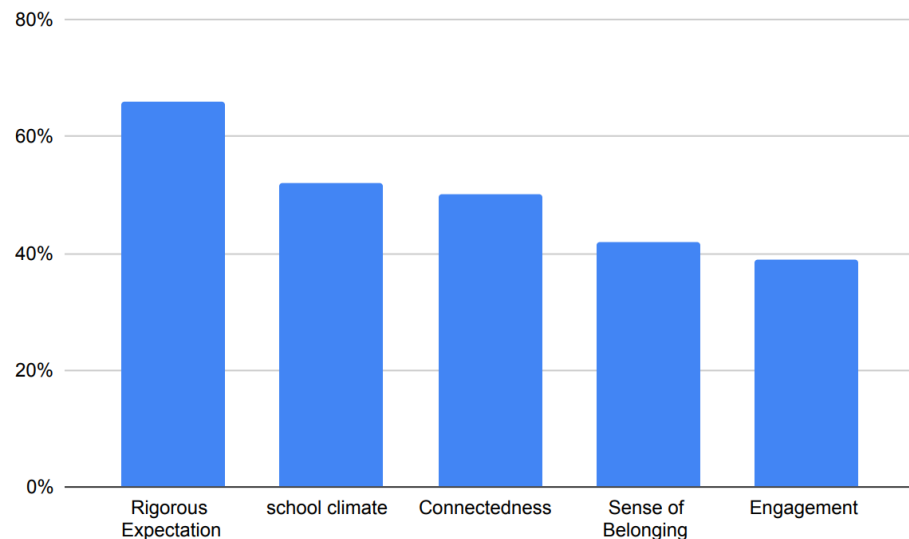
Problem Statement 5 (Prioritized): Teachers are not always prepared for situations that arise regarding students emotional well being. **Root Cause:** Some staff view this training (safe schools, SEL, etc) as simply a "to do list" rather than taking them seriously.

Problem Statement 6 (Prioritized): Not enough highly qualified teachers **Root Cause:** Lack of applicants to hire

Perceptions

Perceptions Summary

We analyzed the Panorama survey and based on feedback from our students we see we have a disconnect between the staff and them. Looking at our data we have to collectively engage our students in a positive manner. We have to build our relationships with our students so they know they are important and part of the school. We recognize that we have a big job to ensure that our students are engaged and feel a sense of belonging. With the help of our counselors, we are planning different ways to engage our students so they feel they belong. Teachers are aware of the data and planning for rigor. Also, engagement will be part of our PLC.



Perceptions Strengths

More than 50 percent of the students do feel that they get rigorous expectations according to the survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students do not feel valued as part of the school community. **Root Cause:** The majority of students that are not part of either an organized sports or fine arts do not have opportunities to be part of the school community thus feeling that they do not belong or are part of the school.

Priority Problem Statements

Problem Statement 1: Students have a difficult time adjusting to a new campus when they move from other campuses or from out of state or country

Root Cause 1: Students enrolling and withdrawing repeatedly throughout the school year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are below grade level as they enter 6th grade.

Root Cause 2: There is a gap in learning associated to attendance and mobility.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The problem is the decrease in STAAR scores especially in 6th grade Reading.

Root Cause 3: The cause is the decrease in time spend in reading skills in the lower grades. Some English Learners transition to English for the first time. COVID also created a greater gap in Reading. Transitions in 6th grade are new to students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The problem is 6th grade Math Scores are low at 50% approaches.

Root Cause 4: Transitions become something new in 6th grade. 75% of math TEKS are new to 6th grade level. COVID also created a bigger gap as the students did not finish 5th grade.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The 8th grade Reading scores did not show significant growth in STAAR.

Root Cause 5: Teachers had some discord and one left middle of the year and a new one hired in January. COVID also created a greater gap in reading.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Only about 35 percent of our students in 6th grade ELAR were in front of an TRT. We only have one.

Root Cause 6: There are not enough qualified teachers to do Opportunity Culture.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We do not have many positions to do Opportunity Culture. Positions come from current staffing.

Root Cause 7: We have to use current positions to fund Opportunity Culture. Short of qualified candidates for these positions.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Attendance rates were down for face to face students as well for those students that were virtual.

Root Cause 8: As part of COVID procedure many students were doing instruction asynchronous or synchronous and students did not attend school (either virtually or face to face) as expected.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Attendance was lower this year.

Root Cause 9: COVID was part of it and the online platform for some students

Problem Statement 9 Areas: Demographics

Problem Statement 10: 8th Grade scores were at low at a 43% approaches which fell from previous testing year.

Root Cause 10: A teacher resigned in November and were not able to replace as there were no suited candidates. Due to COVID attendance was inconsistent. Students lost instruction from 7th grade.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: 7th grade Math scores were low at a 39%.

Root Cause 11: Due to COVID attendance was inconsistent and students lost instruction.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: 7th grade Reading scores were low at a 43% approaches

Root Cause 12: Due to COVID attendance was an inconsistent and students loss instruction. One teacher in the grade level was out for a period of time.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: 8th Grade Social Studies fell from previous tested year.

Root Cause 13: The teachers did not plan with fidelity using district provided resources.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: 8th Grade science fell from previous tested year.

Root Cause 14: The teachers did not plan with fidelity using district provided resources. Students also missed a lot of instruction from 7th grade due to COVID shut down.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Students do not feel valued as part of the school community.

Root Cause 15: The majority of students that are not part of either an organized sports or fine arts do not have opportunities to be part of the school community thus feeling that they do not belong or are part of the school.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: Teachers are not always prepared for situations that arise regarding students emotional well being.

Root Cause 16: Some staff view this training (safe schools, SEL, etc) as simply a "to do list" rather than taking them seriously.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: Relay was started and we could see the changes happening in our culture and behavior. Then COVID happened. The problem is that we did not see the success we wanted and there were other behaviors that arose.

Root Cause 17: The various starts dates for students due to COVID and the challenges of this last year.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: Not enough highly qualified teachers

Root Cause 18: Lack of applicants to hire





Problem Statement 18 Areas: School Processes & Programs

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Crockett will provide a rigorous, relevant and engaging curriculum

Evaluation Data Sources: Data from Short Cycle assessments, benchmarks, MAP, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Crockett will implement the instructional frameworks for ELAR and Math using the district approved curriculum resources that meet the learning needs of all students while ensure all students have equitable access to rigorous resources aligned to the TEKS.</p> <p>Strategy's Expected Result/Impact: increase student growth to 63% in Math and 55% in Reading of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, Instructional Coach, MCL.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3, 6, 7, 8</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Crockett will implement the coaching cycle using TNTP/RELAY framework and district approved resources.</p> <p>Strategy's Expected Result/Impact: Build teacher capacity</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, MCL, TRT, Instructional Coaches (when hired)</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2, 3, 6, 7, 8</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>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Students are below grade level as they enter 6th grade. Root Cause: There is a gap in learning associated to attendance and mobility.</p>
Student Learning
<p>Problem Statement 1: The problem is the decrease in STAAR scores especially in 6th grade Reading. Root Cause: The cause is the decrease in time spend in reading skills in the lower grades. Some English Learners transition to English for the first time. COVID also created a greater gap in Reading. Transitions in 6th grade are new to students.</p>

Student Learning

Problem Statement 2: The problem is 6th grade Math Scores are low at 50% approaches. **Root Cause:** Transitions become something new in 6th grade. 75% of math TEKS are new to 6th grade level. COVID also created a bigger gap as the students did not finish 5th grade.

Problem Statement 3: The 8th grade Reading scores did not show significant growth in STAAR. **Root Cause:** Teachers had some discord and one left middle of the year and a new one hired in January. COVID also created a greater gap in reading.

Problem Statement 6: 7th grade Reading scores were low at a 43% approaches **Root Cause:** Due to COVID attendance was an inconsistent and students loss instruction. One teacher in the grade level was out for a period of time.





Problem Statement 7: 7th grade Math scores were low at a 39%. **Root Cause:** Due to COVID attendance was inconsistent and students lost instruction.

Problem Statement 8: 8th Grade scores were at low at a 43% approaches which fell from previous testing year. **Root Cause:** A teacher resigned in November and were not able to replace as there were no suited candidates. Due to COVID attendance was inconsistent. Students lost instruction from 7th grade.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Crockett will build an awareness and commit to develop, implement and integrate SEL initiatives.

Evaluation Data Sources: Counselors report, discipline report

Strategy 1 Details	Reviews			
<p>Strategy 1: Crockett will use the Panorama survey results to identify areas of need.</p> <p>Strategy's Expected Result/Impact: Discipline will decrease, increase attendance, increase in Panorama Survey results.</p> <p>Staff Responsible for Monitoring: SAS, Counselors, teacher, administrators, and all staff.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 4 - Perceptions 1</p> <p>Funding Sources: SEL materials for group activities - Title One School-wide - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: Attendance rates were down for face to face students as well for those students that were virtual. Root Cause: As part of COVID procedure many students were doing instruction asynchronous or synchronous and students did not attend school (either virtually or face to face) as expected.</p>
Perceptions
<p>Problem Statement 1: Students do not feel valued as part of the school community. Root Cause: The majority of students that are not part of either an organized sports or fine arts do not have opportunities to be part of the school community thus feeling that they do not belong or are part of the school.</p>

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Crockett will provide a safe and supportive school environment

Evaluation Data Sources: Panorama survey, discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Awareness training about child abuse/maltreatment of children will be provided to all staff. Counselors will train campus staff during on-campus professional development on child abuse prevention, reporting requirements, and ECISD-specific procedures.</p> <p>Strategy's Expected Result/Impact: Increased ability of staff to recognize and report signs of abuse.</p> <p>Staff Responsible for Monitoring: Counselors and administration, staff</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: School Processes & Programs 5</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: Teachers are not always prepared for situations that arise regarding students emotional well being. Root Cause: Some staff view this training (safe schools, SEL, etc) as simply a "to do list" rather than taking them seriously.</p>

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Crockett will recruit, develop and retain highly effective individuals who are invested in looking at tomorrow to inform their practices today.

Evaluation Data Sources: Teacher retention rates

Strategy 1 Details	Reviews			
Strategy 1: Crockett will provide support through TNTP/RELAY coaching. Strategy's Expected Result/Impact: Develop and retain highly-effective teachers Staff Responsible for Monitoring: Admin, MCL, TRT, Instructional Coach (when hired) Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: School Processes & Programs 6	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 6: Not enough highly qualified teachers Root Cause: Lack of applicants to hire

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Crockett will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Crockett will equip students to be adaptable in an ever-changing society.

Evaluation Data Sources: MAP growth, SCA, Benchmark, STAAR, Student survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide differentiated processes for classrooms/students.</p> <p>Strategy's Expected Result/Impact: STAAR scores will increase by 10% from last year in Reading, Math, Science, and Social Studies.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The MCL and Administrative team will work with teachers during PLCs with a focus on high-quality instruction.</p> <p>Strategy's Expected Result/Impact: Student academic growth Teacher growth</p> <p>Staff Responsible for Monitoring: MCL, Administrators and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop an adult collective understanding and shared vision of SEL learning that creates systematic change where SEL can thrive</p> <p>Strategy's Expected Result/Impact: Reduce number of referrals SELs lessons provided by the counselors</p> <p>Staff Responsible for Monitoring: Counselors, Administrative team</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: School Processes & Programs 5 - Perceptions 1</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>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The problem is the decrease in STAAR scores especially in 6th grade Reading. **Root Cause:** The cause is the decrease in time spend in reading skills in the lower grades. Some English Learners transition to English for the first time. COVID also created a greater gap in Reading. Transitions in 6th grade are new to students.

Problem Statement 2: The problem is 6th grade Math Scores are low at 50% approaches. **Root Cause:** Transitions become something new in 6th grade. 75% of math TEKS are new to 6th grade level. COVID also created a bigger gap as the students did not finish 5th grade.

Problem Statement 3: The 8th grade Reading scores did not show significant growth in STAAR. **Root Cause:** Teachers had some discord and one left middle of the year and a new one hired in January. COVID also created a greater gap in reading.

Problem Statement 4: 8th Grade science fell from previous tested year. **Root Cause:** The teachers did not plan with fidelity using district provided resources. Students also missed a lot of instruction from 7th grade due to COVID shut down.

Problem Statement 5: 8th Grade Social Studies fell from previous tested year. **Root Cause:** The teachers did not plan with fidelity using district provided resources.

Problem Statement 6: 7th grade Reading scores were low at a 43% approaches **Root Cause:** Due to COVID attendance was an inconsistent and students loss instruction. One teacher in the grade level was out for a period of time.

Problem Statement 7: 7th grade Math scores were low at a 39%. **Root Cause:** Due to COVID attendance was inconsistent and students lost instruction.

Problem Statement 8: 8th Grade scores were at low at a 43% approaches which fell from previous testing year. **Root Cause:** A teacher resigned in November and were not able to replace as there were no suited candidates. Due to COVID attendance was inconsistent. Students lost instruction from 7th grade.

School Processes & Programs

Problem Statement 5: Teachers are not always prepared for situations that arise regarding students emotional well being. **Root Cause:** Some staff view this training (safe schools, SEL, etc) as simply a "to do list" rather than taking them seriously.

Perceptions

Problem Statement 1: Students do not feel valued as part of the school community. **Root Cause:** The majority of students that are not part of either an organized sports or fine arts do not have opportunities to be part of the school community thus feeling that they do not belong or are part of the school.

Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SEL materials for group activities		\$5,000.00
Sub-Total					\$5,000.00
Grand Total					\$5,000.00

Addendums