

Irving Independent School District
Crockett Middle School
2023-2024 Campus Improvement Plan

Accountability Rating: D



Mission Statement

Guiding our community of learners to success by ensuring high levels of learning for all.

Vision

Crockett Middle School is committed to the being the premier middle school in Texas.

School Motto

Cougar Success EVERY DAY- Nothing Less!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Inconsistent and infrequent instructional feedback, monitoring, and support has created a decrease in student achievement over the last few years.

Demographics

Demographics Summary

Crockett Middle School's student body for the 2023-2024 school year is comprised of 830 students. This is a decrease of 50 students from the 22-23 school year. We have seen little changes in our demographic breakdown over the years. Our student population is composed of the following student groups:

- 84% Hispanic
- 7% African American
- 6% White
- 3% Other

Attendance averages for October show a possible 1-2% declining trend. Committee will begin layering in efforts to ensure students report to campus everyday. Average attendance for Crockett is 95.57%

Mobility at Crockett is approximately 8%, with 67 students moving out of Crockett and IISD. Crockett did not contribute to the district's drop out rate.

Crockett's discipline data reflects that current 7th grade students would benefit from proactive, increased supports related to behavior.

Crockett's current enrollment is 53 less than it was during the 22-23 school year.

Teacher retention is an area of focus for the 23-24 school year as it has been a problem area.

Demographics Strengths

- All RLA teachers are required to have their ESL certification and to use IISD curriculum, which includes built in scaffolds to support Emergent Bilingual students.
- Crockett Middle School believes in leveraging its Hispanic population by placing an emphasis on building connections with our parents and community. Our parent liaison has been actively building connections with parents this year and has already hosted two events within the first 6 weeks.
- Teachers are collaborating to meet student needs through student work analysis, data driven instruction, and collaborative planning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers were not collaborating around lesson design, strategies, or best practices. **Root Cause:** Inconsistent instructional monitoring and support.

Student Learning

Student Learning Summary

Crockett STAAR data for 22-23:

- Reading Data
 - 6th - 40% at DNM / 54% at App / 29% at Meets / 4% at Mstrs
 - 7th - 40% at DNM / 60% at App / 33% at Meets / 10% at Mstrs
 - 8th - 36% at DNM / 64% at App / 28% at Meets / 5% at Mstrs
- Math Data
 - 6th - 49% at DNM / 51% at App / 20% at Meets / 6% at Mstrs
 - 7th - 57% at DNM / 43% at App / 18% at Meets / 2% at Mstrs
 - 8th - 22% at DNM / 78% at App / 37% at Meets / 4% at Mstrs
- Science Data
 - 8th - 13% at DNM / 87% at App / 39% at Meets / 0% at Mstrs
- Social Studies Data
 - 8th - 71% at DNM / 29% at App / 5% at Meets / 1% at Mstrs

Crockett's STAAR performance decreased in the 22-23 school year. Discipline data almost tripled during the 22-23 years based on previous years' discipline data.

Data Outlier: African American students outperformed every other sub pop and the grade level overall in 6th math, scoring almost 20% higher.

Pass/Fail rates: less than 5% of each content area has failing grades, with the exception of Social Studies, which was 7%.

Students are growing academically and behaviorally evidenced by MAP assessment data, parent and student feedback, and discipline data.

MAP data shows that all grade levels and contents are at or above the mean growth percentile, but are below expectations in terms of achievement data.

TELPAS data for 22-23 shows that 0% of students progressed to the next proficiency level.

Student Learning Strengths

- All sub populations, except one, grew in achievement percentiles during the 23-24 Fall MAP assessment.
- MAP projections for STAAR are already improved from where they were at the end of the year last year.
- All grade levels and content areas assessed by MAP are showing at least average growth based on the standard distribution.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students identified as emergent bilinguals scored lower than their peers on the STAAR Math assessments. **Root Cause:** Inconsistent instructional monitoring and support: math students focused primarily on calculations rather than problem solving.

Problem Statement 2 (Prioritized): Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments. **Root Cause:** Inconsistent instructional monitoring and support: very little academic reading, writing, and speaking in classes.

School Processes & Programs

School Processes & Programs Summary

4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessment

Instructional pacing calendars at Crockett middle school identify dedicated time for teaching and review of unmastered concepts. Expectations for lesson plans follow an instructional framework that includes lesson objectives, lesson activities, and a demonstration of learning. Evidence shows for the last few years there has been inconsistency in the frequency and quality of school leader feedback on lesson design regarding alignment to the scope and sequence, the standards, and the expected level of rigor. Lesson planning lacks consistent and universal strategies for critical thinking and maintaining the level of rigor within each lesson component, and the inclusion of intentionally designed strategies to support emergent bilingual students. Reading and math teachers meet daily to collaborate using PLC protocols to internalize and practice lesson plans prior to going live with students in the room. The district provides high-quality instructional materials and teachers collaborate around differentiating and scaffolding to support the individual needs of their students.

5.1 - Effective Classroom Routines and Instructional Strategies

The instructional framework is used inconsistently across the different grade and content areas. Additionally, there is inconsistency in how teachers receive coaching and support to effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for diverse student groups. Similarly, the evidence shows that instructional leaders conduct observations, but the frequency, feedback, and the follow-up are conducted inconsistently by the instructional leadership team.. Additionally, the evidence did not show consistent teacher support or training for ensuring instruction is responsive to students' backgrounds such as activating prior knowledge, providing a variety of ways to access class content, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives.

School Processes & Programs Strengths

- Campus instructional leaders commit to consistent instructional monitoring and support. Each administrator has a content area they supervise for instructional planning, monitoring, and support.
- PLC protocols for instructional planning is in place for 100% of Crockett teachers.
- Counselors and administrators are working together to tackle reports of bullying.
- Counselors are working proactively to prevent bullying, provide drug and suicide awareness guidance lessons to students.
- Crockett currently offers multiple electives options for students: Karate, Band, Orchestra, Choir, Theater Arts, and CTE courses.
- Crockett communicates with our school community through school messenger, Kinvoled text messages, as well as regular communications from our parent liaison.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms. **Root Cause:** Inconsistent instructional monitoring and support.

Problem Statement 2: Teachers did not use a standard corrective action planning process to address student learning gaps and design reteach plans. **Root Cause:** Inconsistent instructional monitoring and support.

Perceptions

Perceptions Summary

Our campus will continue to focus on increased family and community involvement by offering opportunities throughout the year for parents and community members to participate on campus and in the educational process. The following events will be offered through our campus in an effort to unite all community stakeholders through a variety of instructional and family oriented learning opportunities:

- Crockett Connection
- Parent Education Workshops
- Thanksgiving Lunch
- Campus Open House Nights
- 8th Grade Informational Meeting
- Parent Conference Nights
- Crockett Band, Orchestra, and Choir Concerts

Campus Climate Data to be added here.

Perceptions Strengths

- The disproportionality in disciplinary consequences/incidence for African American students has decreased tremendously from a 10% gap in 2022 to a 1% gap in 2023.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As a campus, we did not offer consistent parent training and access to resources to increase their capacity. **Root Cause:** Parent liaison left early in the year.

Problem Statement 2: White students in 7th and 8th grade have the lowest attendance rates among all student groups. **Root Cause:** Root causes vary for each situation. Attendance issues are addressed individually and proactive measures are in place in terms of incentives and celebrations.

Priority Problem Statements

Problem Statement 1: While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.

Root Cause 1: Inconsistent instructional monitoring and support.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students identified as emergent bilinguals scored lower than their peers on the STAAR Math assessments.

Root Cause 2: Inconsistent instructional monitoring and support: math students focused primarily on calculations rather than problem solving.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments.

Root Cause 3: Inconsistent instructional monitoring and support: very little academic reading, writing, and speaking in classes.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As a campus, we did not offer consistent parent training and access to resources to increase their capacity.

Root Cause 4: Parent liaison left early in the year.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Teachers were not collaborating around lesson design, strategies, or best practices.

Root Cause 5: Inconsistent instructional monitoring and support.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1: By Spring 2024, based on End of Year MAP, we will increase the number of students projected to approach, meet, and master expectations by more than 10% for each tested grade level and content area.

High Priority


Evaluation Data Sources: MAP testing, CFA, AggMon Tracking Sheets, District Assessments. BOY to EOY MAP, lesson plans, DDI meeting agendas, walk-throughs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning/Common Formative Assessments) and at least one comprehensive common assessment per six weeks reporting period to identify students' learning needs. Teachers include one common formative assessment per week based on essential standards.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to more effectively identify learning needs by students by standard to more rapidly close achievement gaps.</p> <p>Staff Responsible for Monitoring: Grade level teams, interventionists, AS, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: The Administrative team and the instructional support team will monitor lesson plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.</p> <p>Strategy's Expected Result/Impact: Teachers understanding of curriculum expectations and lesson plan development will improve lesson rigor.</p> <p>Staff Responsible for Monitoring: Administrators, AS, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
<p>Strategy 3: The administrators and instructional support team will support the PLC process by using DDI data analysis protocol for essential standards within one week of assessment administration.</p> <p>Strategy's Expected Result/Impact: This will help drive effective re-teach plans as they will be created and practiced during collaborative team time.</p> <p>Staff Responsible for Monitoring: Administrators, AS, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Reading and Math teachers will use one day per week to meet for collaborative team time with the interventionists to ensure they are receiving guidance, support, and modeling on how to support all three tiers within the classroom.</p> <p>Strategy's Expected Result/Impact: Tiers 2 and 3 interventions will be more effective in helping students to close achievement gaps.</p> <p>Staff Responsible for Monitoring: Administrators, AS, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	July



Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Teachers were not collaborating around lesson design, strategies, or best practices. Root Cause: Inconsistent instructional monitoring and support.</p>
Student Learning
<p>Problem Statement 1: Students identified as emergent bilinguals scored lower than their peers on the STAAR Math assessments. Root Cause: Inconsistent instructional monitoring and support: math students focused primarily on calculations rather than problem solving.</p>
<p>Problem Statement 2: Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments. Root Cause: Inconsistent instructional monitoring and support: very little academic reading, writing, and speaking in classes.</p>
School Processes & Programs
<p>Problem Statement 1: While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms. Root Cause: Inconsistent instructional monitoring and support.</p>

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: By Spring 2024, based on TELPAS results, 80% of our second language learners will move up one proficiency level under their composite score.

High Priority

Evaluation Data Sources: TELPAS 22-23 results vs. 23-24 TELPAS results

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will conduct ongoing PD and training on increasing student voices within the classroom.</p> <p>Strategy's Expected Result/Impact: Second language learners would be expected to increase their language acquisition in English through the use of regular listening and speaking opportunities.</p> <p>Staff Responsible for Monitoring: Administrators, AS, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Instructional leaders will monitor lesson plans to ensure that daily opportunities for reading, writing, and speaking are present in all core classes.</p> <p>Strategy's Expected Result/Impact: EB population will progress in their abilities to communicate orally and in writing by experiencing constant practice in classes. We would expect 80% of students to move one proficiency level under the composite score.</p> <p>Staff Responsible for Monitoring: Administrators, AS, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Teachers were not collaborating around lesson design, strategies, or best practices. **Root Cause:** Inconsistent instructional monitoring and support.

Student Learning

Problem Statement 1: Students identified as emergent bilinguals scored lower than their peers on the STAAR Math assessments. **Root Cause:** Inconsistent instructional monitoring and support: math students focused primarily on calculations rather than problem solving.

Problem Statement 2: Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments. **Root Cause:** Inconsistent instructional monitoring and support: very little academic reading, writing, and speaking in classes.

School Processes & Programs





Problem Statement 1: While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms. **Root Cause:** Inconsistent instructional monitoring and support.

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: Increase parent education and community engagement strategies to the diamond level metric on the parent seal of excellence.

Evaluation Data Sources: Sign up sheets, google shared folder, calendar of events

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent Liasion will create a calendar of offerings, and will offer parent classes and resources at a variety of times, including some classes/resources being shared remotely.</p> <p>Strategy's Expected Result/Impact: We will bring more parents in by providing our offerings in a variety of ways (remote vs. face to face) and times.</p> <p>Staff Responsible for Monitoring: Parent liasion</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: As a campus, we did not offer consistent parent training and access to resources to increase their capacity. Root Cause: Parent liaison left early in the year.</p>

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 2: Improve communication with parents and guardians to increase attendance and reach the daily goal of 95% attendance.

Evaluation Data Sources: Kininvolved, documentation of parent communications

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and campus admin will use Kininvolved to ensure parents have an easy to implement method for receiving communications from school.</p> <p>Strategy's Expected Result/Impact: Parents will be looped in early on behavior/academic issues, which should help support student learning and behavior.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Use district attendance expectations as well as incentives to drive attendance numbers.</p> <p>Strategy's Expected Result/Impact: Attendance rates will increase.</p> <p>Staff Responsible for Monitoring: Attendance clerk</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	Apr	July
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Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: As a campus, we did not offer consistent parent training and access to resources to increase their capacity. Root Cause: Parent liaison left early in the year.</p>





Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 1: Campus instructional leaders will meet regularly to track and review student data and provide evidence based feedback to teachers. By Spring 2024, with leadership team support, 100% of core teams (math, RLA, SS, Sci) will use the PLC protocols: unit internalization protocol, instructional planning calendars, lesson plan, and DDI protocols to develop and maintain teacher's instructional planning practices.

High Priority

Evaluation Data Sources: Google shared folders: CMS HUB, Meeting Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Administrators will monitor teacher lesson plans to ensure plans are aligned with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.</p> <p>Strategy's Expected Result/Impact: Teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor leading to improved student learning outcomes.</p> <p>Staff Responsible for Monitoring: Grade level team, Interventionist, AS, Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teams will utilize data meeting protocols to analyze data from assessments (daily formative, comprehensive common/unit, MAP assessments, District Curriculum, and Benchmark) within one week of each assessment's administration.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student</p> <p>Staff Responsible for Monitoring: Grade level teams, interventionists, AS, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher teams will collaborate with Title 1 Intervention Specialists through data meetings to ensure they have prepared rigorous instructional plans for Tier 2 interventions and extensions.</p> <p>Strategy's Expected Result/Impact: Tier 2 interventions (in class, during PRIDE time intervention/extension block) will be more effective in helping students to close achievement gaps.</p> <p>Staff Responsible for Monitoring: Grade level teams, interventionists, AS, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Campus instructional leaders will help teachers develop their practice by reviewing and providing weekly feedback on collaborative team planning protocols (meeting agendas, unit internalization protocols, instructional planning calendars, and data driven instruction protocols)</p> <p>Strategy's Expected Result/Impact: Teachers' efficacy in adhering to the protocols of collaborative team planning will improve their instructional practice and ability to help each student meet achievement expectations.</p> <p>Staff Responsible for Monitoring: Grade level teams, interventionists, AS, Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Demographics
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Student Learning
<p>Problem Statement 1: Students identified as emergent bilinguals scored lower than their peers on the STAAR Math assessments. Root Cause: Inconsistent instructional monitoring and support: math students focused primarily on calculations rather than problem solving.</p>

Student Learning

Problem Statement 2: Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments. **Root Cause:** Inconsistent instructional monitoring and support: very little academic reading, writing, and speaking in classes.

School Processes & Programs

Problem Statement 1: While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms. **Root Cause:** Inconsistent instructional monitoring and support.

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

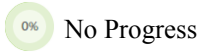
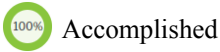
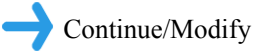

Performance Objective 2: By Spring 2024, with the support of the campus instructional coaching team: Admin, AS, Interventionists, DLC, and EB: all new and new to campus teachers in need of assistance will receive completed coaching cycles and will demonstrate improved practices based on walkthrough data.

High Priority

Evaluation Data Sources: TTESS Walk through data

Strategy 1 Details	Reviews			
<p>Strategy 1: Using the Bambrick Get Better Faster Scope and sequence, the Campus Instructional Coaching Team will identify the effectiveness level of all teachers and identify 15 teachers to coach (Principal, Assistants Principal, Administrative Liaison , and Academic Specialist will coach three teachers each, and the Digital Learning Coach and Emerging Bilingual coach will coach 1-2 teachers each).</p> <p>Strategy's Expected Result/Impact: 15 teachers will increase their effectiveness as measured by the Bambrick Get better Faster Scope and Sequence.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: The Campus Instructional Coaching Team will use the Bambrick Coaching Model for coaching teachers.</p> <p>Strategy's Expected Result/Impact: 15 teachers will increase their effectiveness as measured by the Bambrick Get better Faster Scope and Sequence.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p>Strategy 3: The Campus Instructional Coaching Team will calendar/schedule 4 - 8 classroom walkthroughs for each campus teacher throughout the school year (based on level of effectiveness and year of teaching experience) and use a system to calibrate and monitor the observations. At least five sets of administrator team calibrations will take place throughout the school year.</p> <p>Strategy's Expected Result/Impact: Teachers effectiveness as measured by the Bambrick Get better Faster Scope and Sequence will improve.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Teachers were not collaborating around lesson design, strategies, or best practices. Root Cause: Inconsistent instructional monitoring and support.</p>
School Processes & Programs
<p>Problem Statement 1: While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms. Root Cause: Inconsistent instructional monitoring and support.</p>





Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 3: The campus instructional leaders will coach, model, work collaboratively, observe and offer feedback to members of the instructional leadership team in order to build leadership capacity.

High Priority

Evaluation Data Sources: Coaching cycles

Strategy 1 Details	Reviews			
<p>Strategy 1: Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use welcoming rituals to establish safety and predictability and encourage students to connect with their teachers and peers</p> <p>Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of engaging communication practices to promote collaboration and create predictable learning environments.</p> <p>Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of optimistic closures to end class time with reflection and create moments that make students look forward to returning to school each day</p> <p>Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
<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 3 Problem Statements:

Demographics

Problem Statement 1: Teachers were not collaborating around lesson design, strategies, or best practices. **Root Cause:** Inconsistent instructional monitoring and support.

School Processes & Programs

Problem Statement 1: While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms.
Root Cause: Inconsistent instructional monitoring and support.

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.





Performance Objective 4: Campus instructional leaders will support teachers in developing their strategies to make positive connections with students, resulting in the total number of student infraction counts to decrease by >5%

High Priority

Evaluation Data Sources: Discipline and walkthrough data

Strategy 1 Details	Reviews			
<p>Strategy 1: Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use welcoming rituals to establish safety and predictability and encourage students to connect with their teachers and peers.</p> <p>Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student infractions to decrease</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of engaging communication practices to promote collaboration and create predictable learning environments.</p> <p>Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in incorporating the use of optimistic closures to end class time with reflection and create moments that make students look forward to returning to school each day.</p> <p>Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Through ongoing professional development, modeling, and feedback, Campus Instructional Leaders will support teachers in following the school-wide discipline plan and better understanding the when to issue classroom consequences for students' disruptive behaviors versus referring students to administration for disruptive behaviors.</p> <p>Strategy's Expected Result/Impact: Teachers will improve their practice of establishing safe, predictable classrooms, and students' sense of safety and connection will improve, causing student attendance and authentic engagement to increase.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Teachers were not collaborating around lesson design, strategies, or best practices. Root Cause: Inconsistent instructional monitoring and support.</p>
Student Learning
<p>Problem Statement 1: Students identified as emergent bilinguals scored lower than their peers on the STAAR Math assessments. Root Cause: Inconsistent instructional monitoring and support: math students focused primarily on calculations rather than problem solving.</p>
<p>Problem Statement 2: Students identified as emergent bilinguals scored lower than their peers on the STAAR Reading assessments. Root Cause: Inconsistent instructional monitoring and support: very little academic reading, writing, and speaking in classes.</p>
School Processes & Programs
<p>Problem Statement 1: While there is a district wide framework for instruction, the implementation of this framework is inconsistent across the different contents and classrooms. Root Cause: Inconsistent instructional monitoring and support.</p>

State Compensatory

Budget for Crockett Middle School

Total SCE Funds: \$17,250.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Supplies, Materials, and After School Tutoring

Title I

1.1: Comprehensive Needs Assessment

Please see TitleIcrate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see TitleIcrate for the following documentation.

2.2: Regular monitoring and revision

Please see TitleIcrate for the following documentation.

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

Please see TitleIcrate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see TitleIcrate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see TitleIcrate for the following documentation.

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

Please see TitleIcrate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see TitleIcrate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleIcrate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see TitleIcrate for the following documentation.

5.1: Determine which students will be served by following local policy

Please see TitleIcrate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Donna Person	General Instruction Aide		1
Felisa Trump	Intervention Specialist		1
Jessica Arroyo	Parent Liaison		1
Noah Raley	Academic Specialist		1