

Irving Independent School District
Crockett Middle School
2022-2023 Campus Improvement Plan

Accountability Rating: B



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!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by June 2024.	11
Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by June 2024.	14
Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 65% by 2024.	18
Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.	22
Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.	23
State Compensatory	24
Budget for Crockett Middle School	25
Personnel for Crockett Middle School	25
Title I	25
1. Comprehensive Needs Assessment (CNA)	26
1.1: Comprehensive Needs Assessment	26
2. Campus Improvement Plan	26
2.1: Campus Improvement Plan developed with appropriate stakeholders	26
2.2: Regular monitoring and revision	26
2.3: Available to parents and community in an understandable format and language	26
3. Annual Evaluation	26
3.1: Annually evaluate the schoolwide plan	26
4. Parent and Family Engagement (PFE)	26
4.1: Develop and distribute Parent and Family Engagement Policy	26
4.2: Offer flexible number of parent involvement meetings	26
5. Targeted Assistance Schools Only	27
Title I Personnel	27
Campus Funding Summary	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Crockett Middle School's student body for the 2022-2023 school year is comprised of 845 students. This is an decrease of 79 students from the 21-22 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
- 6% African American
- 6% White
- 4% Other

Demographics Strengths

Crockett Middle School believes in leveraging its Hispanic and economically disadvantaged population by placing an emphasis on building connections with our parents, community and partners in education. This is evident in our commitment to community outreach events such as Hispanic Heritage Month, Winter Festival and parent information nights throughout the year. Recognizing our needs of our economically disadvantaged families, we provide free breakfast and lunch, school supplies and uniforms to ensure equity for all.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students identified as emergent bilinguals scored lower than their peers on the STAAR Math and Reading assessments. **Root Cause:** Educators of record lack a strong foundation in language acquisition and need more support with strategies.

Student Learning

Student Learning Summary

We aim to continue to recover learning loss from pandemic years. Our focus on prevention, intervention and enrichment will continue to help us prioritize which essential standards to address to improve student learning.

	2021 STAAR DATA	2022 STAAR DATA
DOMAIN 1	53	59
COMPONENT SCORE	21	31
APPROACHES	49%	59%
MEETS	19%	26%
MASTERS	5%	9%

Student Learning Strengths

We increased our scores by 6-10 pts for App/Meets/Masters last year.

As a campus we have shifted our focus to meets and masters and we have seen the impact despite the pandemic.

We believe that even more growth is to come.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are unable to receive flexible and targeted interventions during the school day. **Root Cause:** Our campus does not have a system that allows us to be flexible in how we pull students for interventions during our intervention block.

School Processes & Programs

School Processes & Programs Summary

IISD has a district made curriculum in all subject areas. Teachers from ELAR, Math, Science and Social Studies have the ability to review and make any necessary campus customizations through collaborative team times built into the master schedule. A framework will be in place from Monday-Thursday to maximize this allotted time with the expectation of having high-effective Teir 1 instruction as the major end product. Fridays will be utilized to offer learning opportunities and to provide any additional assistance with campus initiatives.

School Processes & Programs Strengths

Teams are effectively led through the process of evalauting the district curriculum to make the necessary adjustments for our students at Crockett Middle School. As we continue to build our staff's knowledge base of the curriculum we are able to deliver stronger Tier 1 instructon. Our goal moving forward is to now link it to the common formative assessments to be more preventative and less reactive when our students do not master after initial Tier 1 instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Depth of knowledge and understanding of evidence based learning strategies and targeted interventions.

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

Perceptions Strengths

When we have events that are well marketed and/or addresses a parent need, we have strong attendance and feedback.

Temperature check shows that most students feel safe at school and have not experienced bullying at school.

Tempersture check shows that most students feel safe, welcomed and respected at school.

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:** We have experienced inconsistency in the parent liaison position in addition to pandemic restrictions.

Priority Problem Statements

Problem Statement 1: Students identified as emergent bilinguals scored lower than their peers on the STAAR Math and Reading assessments.

Root Cause 1: Educators of record lack a strong foundation in language acquisition and need more support with strategies.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

Root Cause 2: Depth of knowledge and understanding of evidence based learning strategies and targeted interventions.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: As a campus, we did not offer consistent parent training and access to resources to increase their capacity.

Root Cause 3: We have experienced inconsistency in the parent liaison position in addition to pandemic restrictions.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Students are unable to receive flexible and targeted interventions during the school day.

Root Cause 4: Our campus does not have a system that allows us to be flexible in how we pull students for interventions during our intervention block.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Observation Survey results

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
- Special education/non-special education population including discipline, progress and participation 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.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data



Goals







Revised/Approved: September 30, 2022

Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by June 2024.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 30% to 35% by May 2023.

Evaluation Data Sources: MAP, DCAs, CFAs

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher teams will use common formative assessments to assess mastery of essential standards. Assessment data will be used to student by essential standard and set goals for performance.</p> <p>Strategy's Expected Result/Impact: Data from common assessments will be documented. DCA and MAP scores will be used to drive instruction. Data talks will be documented in team time notes.</p> <p>Staff Responsible for Monitoring: Academic Specialist, RLA Interventionist</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 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified needs throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in MAP and STAAR scores</p> <p>Staff Responsible for Monitoring: Academic Specialist, RLA Interventionist</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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
	 45%	 50%		
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are unable to receive flexible and targeted interventions during the school day. Root Cause: Our campus does not have a system that allows us to be flexible in how we pull students for interventions during our intervention block.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Depth of knowledge and understanding of evidence based learning strategies and targeted interventions.</p>

Goal 1: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by June 2024.

Performance Objective 2: Increase the percentage of emergent bilingual students scoring at MEETS or above on STAAR Reading from 22% to 30% by May 2023.

Evaluation Data Sources: MAP, DCAs, CFAs

Strategy 1 Details	Reviews			
<p>Strategy 1: Deliver effective Tier 1 instruction that allows opportunities for reading, writing, listening and speaking throughout the learning cycle.</p> <p>Strategy's Expected Result/Impact: Increased reading levels and comprehension. Increased academic vocabulary. Improved language acquisition.</p> <p>Staff Responsible for Monitoring: Admin, teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified needs throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in DCA and STAAR scores</p> <p>Staff Responsible for Monitoring: Admin, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<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 2 Problem Statements:

Demographics

Problem Statement 1: Students identified as emergent bilinguals scored lower than their peers on the STAAR Math and Reading assessments. **Root Cause:** Educators of record lack a strong foundation in language acquisition and need more support with strategies.



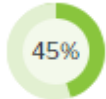

Student Learning







Problem Statement 1: Students are unable to receive flexible and targeted interventions during the school day. **Root Cause:** Our campus does not have a system that allows us to be flexible in how we pull students for interventions during our intervention block.

Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by June 2024.

Performance Objective 1: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math and Alg 1 from 28% to 40% by May 2023.

Evaluation Data Sources: MAP, DCAs, CFAs

Strategy 1 Details	Reviews			
<p>Strategy 1: Deliver effective Tier 1 instruction that allows opportunities for reading, writing, listening and speaking throughout the learning cycle.</p> <p>Strategy's Expected Result/Impact: Increased reading levels and comprehension. Increased academic vocabulary. Improved language acquisition.</p> <p>Staff Responsible for Monitoring: Admin, teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified needs throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in DCA and STAAR scores</p> <p>Staff Responsible for Monitoring: Admin, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher teams will use common formative assessments to assess mastery of essential standards. Assessment data will be used to student by essential standard and set goals for performance.</p> <p>Strategy's Expected Result/Impact: Data from common assessments will be documented. DCA and MAP scores will be used to drive instruction. Data talks will be documented in team time notes.</p> <p>Staff Responsible for Monitoring: Academic Specialist, RLA Interventionist</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 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students identified as emergent bilinguals scored lower than their peers on the STAAR Math and Reading assessments. Root Cause: Educators of record lack a strong foundation in language acquisition and need more support with strategies.</p>
Student Learning
<p>Problem Statement 1: Students are unable to receive flexible and targeted interventions during the school day. Root Cause: Our campus does not have a system that allows us to be flexible in how we pull students for interventions during our intervention block.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Depth of knowledge and understanding of evidence based learning strategies and targeted interventions.</p>

Goal 2: In Irving ISD, we will increase the percentage of 3rd-grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by June 2024.

Performance Objective 2: Increase the percentage of emergent bilingual students scoring at MEETS or above on STAAR Math from 25% to 40% by May 2023.

Evaluation Data Sources: MAP, DCAs, CFAs

Strategy 1 Details	Reviews			
<p>Strategy 1: Deliver effective Tier 1 instruction that allows opportunities for reading, writing, listening and speaking throughout the learning cycle.</p> <p>Strategy's Expected Result/Impact: Increased reading levels and comprehension. Increased academic vocabulary. Improved language acquisition.</p> <p>Staff Responsible for Monitoring: Admin, teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified needs throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in DCA and STAAR scores</p> <p>Staff Responsible for Monitoring: Admin, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<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 2 Problem Statements:

Demographics

Problem Statement 1: Students identified as emergent bilinguals scored lower than their peers on the STAAR Math and Reading assessments. **Root Cause:** Educators of record lack a strong foundation in language acquisition and need more support with strategies.









Student Learning

Problem Statement 1: Students are unable to receive flexible and targeted interventions during the school day. **Root Cause:** Our campus does not have a system that allows us to be flexible in how we pull students for interventions during our intervention block.

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 65% by 2024.

Performance Objective 1: Increase the percentage of students scoring at MEETS or above on STAAR Alg 1 from 52% to 65% by May 2023.

Evaluation Data Sources: MAP, DCA, CFA, Interim

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher will create assessments to assess mastery of essential standards and student proficiency levels to allow targeted intervention and enrichment with a focus on meets and masters.</p> <p>Strategy's Expected Result/Impact: Teacher will know which students are on track and push those who are not and protect those who are showing mastery.</p> <p>Staff Responsible for Monitoring: Teacher, assistant principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified needs throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in DCA and STAAR scores</p> <p>Staff Responsible for Monitoring: Admin, 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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students are unable to receive flexible and targeted interventions during the school day. **Root Cause:** Our campus does not have a system that allows us to be flexible in how we pull students for interventions during our intervention block.









School Processes & Programs

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Depth of knowledge and understanding of evidence based learning strategies and targeted interventions.

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 65% by 2024.

Performance Objective 2: Increase the percentage of students scoring at MEETS or above on STAAR Bio from 91% to 100% by May 2023.

Evaluation Data Sources: MAP, DCA, CFA, Interim

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher will create assessments to assess mastery of essential standards and student proficiency levels to allow targeted intervention and enrichment with a focus on meets and masters.</p> <p>Strategy's Expected Result/Impact: Teacher will know which students are on track and push those who are not and protect those who are showing mastery.</p> <p>Staff Responsible for Monitoring: Teacher, assistant principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted intervention support will be provided for all students based on specific identified needs throughout the school year.</p> <p>Strategy's Expected Result/Impact: All students will show growth in DCA and STAAR scores</p> <p>Staff Responsible for Monitoring: Admin, 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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<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 2 Problem Statements:

Student Learning

Problem Statement 1: Students are unable to receive flexible and targeted interventions during the school day. **Root Cause:** Our campus does not have a system that allows us to be flexible in how we pull students for interventions during our intervention block.

School Processes & Programs

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Depth of knowledge and understanding of evidence based learning strategies and targeted interventions.

Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving.







Performance Objective 1: By 2023-24 district initiatives for families will increase opportunities for parents to engage in the schools, and attend classes and events through community and district partnerships by 10%.

Evaluation Data Sources: Surveys and reports

Raptor Reports

Registration for Events & Classes

Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase parent engagement by meeting their needs through feedback provided from the Parent Interest Survey.</p> <p>Strategy's Expected Result/Impact: We will offer parent classes that meet the needs of our community.</p> <p>Staff Responsible for Monitoring: Parent Liaison</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent Center Resources - 211 - Title I-A - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: We have experienced inconsistency in the parent liaison position in addition to pandemic restrictions.</p>

Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethinks the present design of education for all students.

State Compensatory

Budget for Crockett Middle School

Total SCE Funds: \$17,250.00

Total FTEs Funded by SCE: 8

Brief Description of SCE Services and/or Programs

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Personnel for Crockett Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alliyah Holmes	SCE MS - MATH	1
Brenda Garcia	SCE MS - ELAR/ESL	1
Destini Douglas	SCE MS - ELAR/ESL	1
Kaleif Hodge	SCE MS - ELAR/ESL	1
Madison Nelson	SCE MS - MATH	1
Mayra Salazar	SCE MS - MATH	1
Montana Hopkins	SCE MS - SS	1
Sharon Reese	SCE Intervention Specialist	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Checked the data in Plan4Learning and the questions to consider to look at summary, strengths, and problem statements with their root cause.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Leadership Team, campus improvement committee

2.2: Regular monitoring and revision

CIC will meet twice in the fall and twice in the spring to review data as a team.

After DCAs and benchmark assessments, the campus leadership team will monitor how we are tracking towards our goals.

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

The campus improvement plan will be available on campus and on our campus website.

We will have the highlights of the CIP available in English and Spanish both on campus and on our campus website.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

When STAAR data is released, the campus leadership team will meet to evaluate the success of the plan.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy was reviewed at our annual Title 1 meeting and feedback was solicited and used to revise the policy.

PFE is shared electronically to all families and hard copies are available at the front office.

4.2: Offer flexible number of parent involvement meetings

We will offer at least 2 Fall and 2 Spring parent involvement meetings.

In additon we will offer monthly All Pro Dads meetings.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Felisa Trump	Intervention Specialist		1.0
Jaclyn Long	Academic Specialist		1.0
Noemi Santamaria	Parent Liaison		1.0
Sharon Reese	Intervention Specialist		1.0

Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Parent Center Resources		\$3,500.00
Sub-Total					\$3,500.00