

Allen Independent School District
Ereckson Middle School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25% Student Progress
Postsecondary Readiness



Board Approval Date: August 22, 2016
Public Presentation Date: August 22, 2016

Mission Statement

Ereckson Middle School will provide engaging work every day to every child.

Vision

Every child is educated at the highest level with a focus on community service that leads to academic success.

Core Beliefs

We believe collaboration is vital to our success.

We believe in modeling lifelong learning and fostering it in our students.

We believe that partnership among children, teachers, and community members are our greatest resources.

We believe that the social and emotional development of our students is no less important than their intellectual development.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ereckson Middle School is a twelve year old campus serving 7th and 8th grade students. The demographic data information in this report is effective as of 8-31-16. Student enrollment at EMS continues to steadily grow. During the 2014-15 school year, the enrollment was approximately 1150 students. We currently have 1216 students enrolled for the 2016-17 school year. Student groups are as follows: 588 7th grade students and 628 8th grade students. There are 131 Section 504 students, 116 Special Education students, 42 LEP students and 168 Economically Disadvantaged students. 204 students are classified as At-Risk. 275 students are designated as Gifted and Talented. In addition, our ethnicity student groups are: Asian 21.5%, African American 8.8%, White 52.1%, Hispanic 12.7% and multi-racial 3.8%.

Students arrive to school by walking, riding a bike, parent transportation and district provided busses. We currently have 13 busses serving our campus with an additional two serving our special education students. At the time of this report, the 2015-2016 Texas Academic Performance Report (TAPR) was not available. The following data was gleaned from the 2014-2015 TAPR: 2015 Accountability Rating was “Met Standard” with Distinction Designations in Science and Social Studies. Our Attendance rate was 97.3% as compared to the State rate of 95.9%. Our Mobility Rate was 7.9% as compared to the State rate of 16.9%.

In the 2014-2015 TAPR, EMS had 87.8 staff members. Of those, 86.3% white, 4.3% African American, 2.9% Hispanic, 4.3% American Indian and .6% Asian.

Six elementary schools feed into the EMS campus. Five are located on the west side of Allen and one is located on the East side of Allen.

Demographics Strengths

- Ereckson Middle School has a high attendance rate and a low mobility rate resulting in a stable school environment.
- 25% of our teaching staff is male as compared to the district average of 16.5%
- 55% of our teachers have 11-30 years of teaching experience as compared to the district average of 36.5% resulting in best practice teaching in the classroom
- 23% of our student population is identified as Gifted and Talented.

Demographics Needs

- Our teacher ethnicity ratios do not correlate to the student ethnicity ratios. The campus would benefit from hiring a more ethnically diverse staff.
- Enrollment data indicates a steady increase in student population. Ereckson Middle School needs a plan to prepare for the needs of additional students.
- 14% of our students are Economically Disadvantaged. Intervention programs and poverty awareness training for staff should be considered to address the needs of this growing population.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-2016 school year Ereckson Middle School met these targets:

~Index 1 - Student Achievement - EMS Score: 94 (state target score: 60)

~Index 2 - Student Progress - EMS Score: 52 (state target score: 30)

~Index 3 - Closing Performance Gaps - EMS Score: 53 (state target score: 26)

~Index 4 - Post-secondary Readiness - EMS Score 77 (state target score: 13)

These scores result in Ereckson Middle School receiving a 2016 Texas Accountability Met Standard rating. The campus also earned six Distinctions:

~Academic Achievement in ELA/Reading

~Academic Achievement in Mathematics

~Academic Achievement in Science

~Academic Achievement in Social Studies

~Top 25 Percent Student Progress

~Postsecondary Readiness

According to the 2016 System Safeguards Status Report, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

~All Subjects - 94% (state - 77%, district 93%)

~Reading - 94% (state - 77%, district 93%)

~Math - 96% (state - 81%, district 94%)

~Writing - 91% (state - 72%, district 89%)

Science - 96% (state - 78%, district 92%)

~Social Studies - 92% (state - 78%, district 94%)

Analysis of the above scores shows a slight decline in scores for all grades at Phase-In Satisfactory Standard when compared to the scores from the previous year at Phase-In Satisfactory Standard with the exception of Social Studies that remained the same and Science that increased by 1 percent. Intervention strategies must be implemented to accelerate learning and close achievement gaps.

Additionally, there continues to be a variance between student groups. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest scores listed below according to the 2016 System Safeguards Status Report – Student Achievement Data Table:

- All Subjects: Pacific Islander – 100%, Asian – 99%, Special Ed – 62%
- Reading: Pacific Islander – 100%, Asian – 98%, Special Ed – 60%
- Mathematics: Pacific Islander – 100%, Asian – 99%, American Indian – 100%, Special Ed – 68%
- Writing: Pacific Islander – 100%, Asian – 99%, Special Ed – 39%
- Science: Pacific Islander – 100%, Asian – 99%, American Indian – 100%, Special Ed – 75%
- Social Studies: Pacific Islander – 100%, Asian – 96%, American Indian – 100%, Special Ed – 62%

When looking at this variance, it is important to remember that student groups vary in size. To address this variance, the campus has analyzed scores for each individual student and by each standard. As state earlier, the individual students will be targeted for intervention and acceleration. It is a priority of the campus to close the achievement gaps between all student groups with a special emphasis on the special education group.

Ereckson Middle School did not meet all of the state System Safeguards. For the 2016-2017 school year, the TAIS Intervention Process will be implemented to address the area of 7th grade Special Ed Writing.

Student Achievement Strengths

Ereckson Middle School has a population of hard-working, high-achieving students. The campus is proud of many different student groups and achievements including:

- Exceeding the state targets on all four performance indexes.
- Distinctions in Academic Achievement for ELA/Reading, Mathematics, Science, and Social Studies.
- Distinction in Postsecondary Readiness.
- Distinction in Top 25 Percent Student Progress.
- Met Standard Accountability Rating.

Student Achievement Needs

From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 2016 STAAR data reveals that Special Education students scored significantly below all other student groups in 7th grade Writing. There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students. More support needs to be provided with a greater emphasis in writing across all content areas.
2. 2016 STAAR data reveals that 7th grade Writing scores in the African American, Hispanic, White, American Indian, Two or More Races, Special Ed, Economically Disadvantaged, and ELL groups were significantly lower when compared to the same groups in the other subject test areas. There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for African American, Hispanic, White, American Indian, Two or More Races, Special Ed, Economically Disadvantaged, and ELL students. More support needs to be provided with a greater emphasis in writing across all content areas.
3. 2016 STAAR data reveals a significant achievement gap for our African American students across all test subject areas when compared to the Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More races groups. There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for African American students.
4. 2016 STAAR data reveals a slight decline in scores for Mathematics when compared to the 2015 STAAR data while taking into account the change in the Phase-In standard. There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Mathematics students.

School Culture and Climate

School Culture and Climate Summary

Ereckson Middle School is a campus that is highly respected by the community. In its history it has been known for the excellence achieved by its students. We are committed to helping develop the whole student. We put effort and emphasis into not only our academics but all of our extracurricular activities and athletics. We pride ourselves on helping students find hidden strengths and helping them diagnose areas to grow. Ereckson Huskies become Eagles that soar.

School Culture and Climate Strengths

As a campus Ereckson consistently provides a well-rounded approach to helping students achieve academic success as well as the chance to try new things. The following are several strengths that make Ereckson unique.

1. Based on our recent survey 97% of our students feel that their teachers encourage them to do their best, while 94% of our students feel that teachers are available to help when they are having difficulty.
2. 91% of our students report being involved in Extra-curricular activities. Ereckson Middle School has developed a multitude of opportunities for students to get hooked into the school.
3. 93% of our students feel as though Ereckson encourages and prepares them for the use of Technology in the classroom which feeds into the goal of developing the whole student that Ereckson strives for.

School Culture and Climate Needs

Ereckson has been lucky to have many wonderful Principals but in its 12 years there have been five different Principals and it is one of the largest 7th and 8th grade campuses in Texas. The following are several areas that were identified as targets for improvement.

1. A clear goal or mission statement that can be easily conveyed to students, staff and the community.
2. A system to help students get to know office staff and other faculty members that they do not have in class.
3. Continue to look for additional ways to help students get comfortable on our campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality is an important factor in promoting student success on campus. All teachers and paraprofessionals are 100% highly qualified. Various activities, such as Sunshine Committee events, administration support, and planned staff development are held on campus to promote team building, family-type atmosphere, and high staff morale.

Staff Quality, Recruitment, and Retention Strengths

Ereckson Middle School has a low staff turnover rate, and 100% of the teachers are highly qualified. Approximately 88% of Ereckson teachers have more than 5 years of teaching experience and approximately 30% of teachers have advanced degrees. A comprehensive professional learning plan based on campus and district needs as determined by our data is created yearly to support the effectiveness of each teacher to better meet the needs of each individual learner.

Staff Quality, Recruitment, and Retention Needs

1. Maintain 100% highly qualified staff
2. Increase paraprofessional staff retention rate

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Staff will review student assessments in order to provide targeted instruction for improvement. Professional Learning Communities (PLCs) meet weekly to discuss student and teacher needs to promote achievement. Data is used to inform curriculum, instruction, and assessments decisions. During PLCs, instructional activities are aligned with student learning needs and expected outcomes for achievement. Assessments are developed with the purpose of measuring the impact of curriculum and instruction on student learning.

Curriculum, Instruction, and Assessment Strengths

- High level of teaching at performance standard
- ESL and Special Education inclusion support services are aligned with classroom instruction
- Weekly PLCs to review instruction and data led by instructional leadership team
- Students receive effective interventions resulting in measurable progress

Curriculum, Instruction, and Assessment Needs

1. Process to analyze instructional data to drive instruction
2. Professional development in the area of strategies for At-Risk students
3. Professional development in the area of critical writing strategies

Family and Community Involvement

Family and Community Involvement Summary

Ereckson Middle School has an active PTA and parent/family events that are well attended. Our feeder campuses have involved parents which we continue to support in middle school. We host events that inform parents about the following related to our school: procedures, meet teachers, technology resources, Naviance, AIM for Success, athletic games, fine arts performances, and Counselor Advisory Committee.

Family and Community Involvement Strengths

- Frequent opportunities for parental involvement and attendance at school events - Parents at the Pound, Husky Round up, Aim for Success, Naviance Training, Technology Resource Night, Athletic games, Fine Arts Performances, and Robotics.
- Technology enables communication to parents and the community regarding school activities
- Active PTA

Family and Community Involvement Needs

1. Identify and offer activities that will help increase family and community involvement
2. Parental Involvement on Campus Improvement Team and other campus committees
3. Opportunities for parents to learn strategies to support their child's success
4. Opportunities for parents to be included in critical decision making

Comprehensive Needs Assessment Data Documentation






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

Goals

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on the current common metrics.

Performance Objective 1: Ereckson Middle School will increase student achievement results in the STAAR/EOC by 3%


Summative Evaluation: 2016-2017 STAAR/EOC results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Implement TAIS plan in 7th grade Writing SpEd</p>	7th Grade Writing Teachers, SpEd Teachers, Administrators	TAIS Plan Documentation, STAAR Results				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide Homework Club 4 days a week to ensure students have ample opportunity to complete and work on assignments with teacher assistance.</p>	Classroom Teachers, AP Secretary, Campus Administrators	Homework Club logs, Teacher timesheets, gradebook entries				
<p>3) Provide Intervention during the school day and/or during extended day to students with a history of not being success on state assessments and/or students who are not successful on common assessments/benchmarks and simulation.</p>	Instructional Specialists, Classroom Teachers, Campus Administrators	Tutoring logs, Homework Club log, Simulation results, STAAR results				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Provide accelerated instruction for at-risk students after school with bus transportation beginning no later than the 2nd 9 week grading period.</p>	Campus Intervention Specialist, Tutors, Campus Administrators, Classroom Teachers	Intervention logs, Tutoring logs				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Maintain the Exemplary rating as achieved in 2015-16 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 1: Ereckson Middle School will increase individual ratings from Recognized to Exemplary

Summative Evaluation: 2016-2017 Local Accountability Rating




Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Fine Arts - Increase enrollment in one or more fine arts courses	Fine arts teachers, counselors	Increase number of students enrolled in one or more fine arts courses to above 62%.				
2) Wellness & Physical Education - Increase enrollment in 1 or more athletics &/or JROTC courses	Athletics staff, counselors	Increase number of student enrolled in one or more athletics &/or JROTC courses to above 38%				
3) Second Language Acquisition - Increase enrollment in LOTE courses	LOTE teachers, counselors	Increase number enrolled in LOTE courses to above 17%				
4) Digital Learning Environment - Increase school's culture that promotes use of technology for a wide range of digital learning	All staff	Canvas data, Student Engagement Survey, and Texas STaR Chart Report				
						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with district expectations all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 1: Learning experiences will meet the needs of individual learners.

Summative Evaluation: 2016-2017 STAAR/EOC results and distinctions earned


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Utilize Instructional Specialists to facilitate planning, curriculum/assessment, alignment and instructional strategies within core subject areas.	Instructional Specialists, Campus Administrators	IS Logs and PLC Logs				
2) Identify strengths and weaknesses of students through assessment data analysis and provide targeted instructions to meet the individual needs of identified students	Classroom Teachers, Instructional Specialists, Campus Administrators	Tutoring logs before and after school, STAAR tutoring log, Heat maps				
3) Continue use of viable curriculum to be used in each department to close gaps in TEKS instruction as well as improved instruction in objectives consistently weak across the department.	ILT Members, Campus Administrators, Instructional Specialists	Lesson plans, Formative Assessments, Data from Common Assessments				
4) Utilize resources to create and administer common assessments that reflect the depth and complexity of the TEKS that have been taught. Use results to plan instruction and individual student intervention.	Classroom Teachers, Campus Intervention Specialist, Campus Administration	Use of Aware, Canvas, IS logs, Lesson Plans, Tutoring Logs				
5) Utilize Canvas in all courses	Instructional Specialists, Classroom Teachers, Campus Administrators	STAAR Data, Student Failures on Report Cards, Canvas Badges, Teacher-Parent Communications				
Critical Success Factors CSF 1	Campus Administrators, ILT Members, Instructional Specialist	ILT Meeting Agenda and notes, IS Logs				
6) Teachers will utilize higher level/open ended questions through planned essential questions for most lessons.						
Critical Success Factors CSF 1	Classroom Teachers, Campus Administrators	Increased number of students scoring at Advanced Level III, Lesson Plans, Allen Learning Walks, Teacher Evaluations				
7) Raise the level of academic rigor in all classes through high level questioning in an effort to improve critical thinking and analysis skills of all students						

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 4: Provide opportunities for all students to use technology through project-based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Integrate effective communication through advancing technologies and develop interpersonal skills throughout the learning environment






Summative Evaluation: STaR Chart and Student Engagement Survey Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) All students will utilize Canvas in all classes.	Classroom Teachers, Campus Administrators	Canvas usage data, Lesson Plans				
2) Utilize staff to train and help teachers integrate technology tools into the curriculum	Campus Administrators, Instructional Leadership Team	Faculty Meeting Sign in Sheets, Students us of technology to "produce" in the classroom, Allen Learning Walks, Canvas Badges, Monthly Tech Learning Sessions				
						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Foster sustainable opportunities for everyone to understand various cultures.






Summative Evaluation: Attendance at events, student participation, Discipline Referrals, Student Engagement Survey Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
<p>Critical Success Factors CSF 6</p> <p>1) Provide education and awareness to all students, staff and school community to promote understanding of diversity</p>	Campus Counselors	Number of staff and students participating in training activities				
<p>Critical Success Factors CSF 6</p> <p>2) Presentations to students on bullying, sexual harassments, online safety and drug prevention</p>	Campus Counselors	Counselor Plan, Red Ribbon Week Activities				
<p>Critical Success Factors CSF 6</p> <p>3) Host a variety of campus activities that students can participate in such as: PTA Back to School Bash, Day at the Dog Pound, Parents at the Pound, Husky Roundup, AIM for Success, Meet the Teacher, Monthly Character Trait, Counselor Guidance Lessons, Various Student Clubs (Girls Breakaway, FCA)</p>	All Campus Staff, PTA	Feedback from Parent and Student Surveys				
<p>Critical Success Factors CSF 6</p> <p>4) Provide opportunity for staff to participate in a book study related to diversity</p>	Campus Administrators	Staff Participation in the book study				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug-free, and conducive to learning that leads to graduation for all students.

Performance Objective 1: Foster sustainable opportunities for everyone to become a responsible and engaged citizen

Summative Evaluation: Campus attendance rate of at least 97%, drop-out prevention (MS), and reduced student disciplinary referrals

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
<p>Critical Success Factors CSF 6</p> <p>1) Conduct required safety drills</p>	Campus Administrators	Completed Drill Logs				
<p>Critical Success Factors CSF 6</p> <p>2) Follow District Visitor Management System Guidelines/Procedures</p>	Campus Receptionist, Campus Administrators	Parent and Community Surveys				
<p>Critical Success Factors CSF 6</p> <p>3) Promote district and campus drug-free and safety events, such as: Medication Disposal Day, Red Ribbon Week, etc.</p>	Campus Counselors, Campus Administrators	Office referrals related to drug possession				
<p>Critical Success Factors CSF 6</p> <p>4) Continue Tip 411 Program to support safety at school.</p>	Campus Administrators, SROs, Campus and District Counselors	Reports from Tip411				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Ereckson Middle School will ensure that students and staff have an understanding and follow district policies, procedures, and guidelines.

Summative Evaluation: Compliance with District Regulations, Board Policies, Staff, School, and Student Handbook, Cash Management Procedures

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Utilize Instructional Specialists to facilitate planning, curriculum/assessment, alignment and instructional strategies within core subject areas.	Instructional Specialists, Campus Administrators	IS Logs and PLC Logs				
2) Utilize resources to create and administer common assessments that reflect the depth and complexity of the TEKS that have been taught. Use results to plan instruction and individual student intervention.	Classroom Teachers, Campus Intervention Specialist, Campus Administration	Use of Aware, Canvas, IS logs, Lesson Plans, Tutoring Logs				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> 3) Utilize district Help Desk system to ensure maintenance and operation of technology resources	Campus Administrators, Campus Tech	Help Desk Tickets				
4) Ensure staff follow district regulations handbook	Campus Administrators	Compliance with district regulations				
