

Allen Independent School District

Ereckson Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness





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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ereckson Middle School is a 18 year old campus serving 7th and 8th grade students. The demographic data information in this report is from the 2019-2020 TAPR. Student enrollment at EMS continues to grow. During the 2019-2020 school year, the enrollment was approximately 1247 students. As of May 2019, student groups are as follows: 618 7th grade students and 629 8th grade students. Of the 1247 students enrolled, there are 155 Section 504 students, 150 Special Education students, and 106 EL students. Additionally, 180 students were classified as Economically Disadvantaged, 284 as At-Risk, and 251 as Gifted and Talented. Additionally the ethnicity groups are as follows: Asian 26.8%, African-American 11.5%, White 44.2%, Hispanic 12.7% and multi-racial 4.2%. As compared to the previous year TAPR, ethnicity groups have remained relatively stable.

Students arrive at school by walking, riding a bike, parent transportation and district provided busses. We currently have 17 busses serving our campus with an additional three serving our special education students. The following data was gleaned from the 2019-2020 TAPR: 2019 Accountability Rating was not rated for the reason: Declared State of Disaster.

The 2019-2020 TAPR reported that EMS had 94.4 staff members. Of those 81.3% were white, 5.4% were African American, 4.8% were Hispanic 2.8% American Indian and 1.4% Asian. While we saw improvement in this area as compared to the previous year, continued efforts to hire staff that represent the ethnicity makeup of our students should be an area of focus.

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

For the 2022-2023 school year, we have 1256 enrolled students of which 633 are in 8th grade and 623 in 7th grade. Additionally, we had the position of one general ed teacher and 1/2 EL teacher eliminated.

Demographics Strengths

- Ereckson Middle School has a high attendance rate and a low mobility rate (6.5%) resulting in a stable school environment. (2018-2019)
- 40.1% of our teachers have 11 or more years of experience and 19.2% have more than 20 years of experience.
- 20.1% of our student population is identified as Gifted & Talented
- 50.0% of students are enrolled in CTE courses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: To mirror the ethnicity profile of our student population, EMS should hire more ethnically diverse staff. We continue to make this a priority during our hiring

process and look forward to utilizing the strategies from the District Diversity Committee to find qualified candidates. **Root Cause:** Staff vs. Student Ethnicity

Problem Statement 2: We need to look for other ways to reach out to students who struggle academically and/or behaviorally. **Root Cause:** Class sizes increasing and our teaching staff reduced by 1.5 FTE

Student Learning

Student Learning Summary

Mean of Campus achievement from 2017 - 2019

- Student Achievement – Met Standard - 94
- Academic Growth – Met Standard - 91
- Relative Performance – Met Standard - 89
- Closing the Gaps – Met Standard - 94

These scores resulted in Ereckson Middle School receiving a Texas Accountability Rating of “A” over the past 3 years. Ereckson Middle School also earned seven Distinction Designations: Academic Achievement in ELA/Reading

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Comparative Academic Growth
- Postsecondary Readiness

According to the 2017 - 2019 STAAR Performance Data Table, the following average scores for all grades show the percentage at Standard or above:

- All Subjects: 93% (district – 92%)
- Reading: 94% (district – 91%)

Mathematics: 95% (district – 94%)

- Writing: 90% (district – 86%)
- Science: 94% (district – 93%)
- Social Studies: 92% (district – 94%)

Analysis of the above scores shows that most scores fluctuated by one or two percentage points when compared to the campus and district averages. Strategies must continue to be implemented to accelerate, maintain 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 2019 STAAR Performance Data Table:

- All Subjects: White – 96%, Asian – 98%, Special Ed – 56%, Economically Disadvantaged – 78%
- Reading: Pacific White – 96%, Asian – 98%, Special Ed – 55%, Economically Disadvantaged – 81%
- Mathematics: White – 98%, Asian – 99%, Special Ed – 61%, Economically Disadvantaged – 83%
- Writing: White – 92% Asian – 96%, Special Ed – 54%, Economically Disadvantaged – 74%
- Science: White – 99%, Asian – 99%, Special Ed – 56%, Economically Disadvantaged – 76%
- Social Studies: White – 96%, Asian – 98%, Special Ed – 46%, Economically Disadvantaged – 69%

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, subject and by each standard. 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.

Student Learning 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:

- There was an increase of 1% to 7% percentage points across the various subject areas within our Economically Disadvantage group.
- Distinctions in Academic Achievement for ELA/Reading, Mathematics, Science, and Social Studies.

- Distinction in Comparative Academic Growth.
- Distinction in Postsecondary Readiness.
- An Overall Rating of “A”.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR data reveals that scores across all subject areas within our Special Education group are consistently lower when compared to all groups. **Root Cause:** There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Ed students.

Problem Statement 2: STAAR scores have consistently demonstrated that our Economically Disadvantaged group has an achievement gap when compared to the Campus Average. **Root Cause:** There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for our Economically Disadvantaged students. There is a need to identify these students early and provide them with continuous support throughout the year.

Problem Statement 3: STAAR data consistently reveals a significant achievement gap for our African American and Economically Disadvantaged students in math when compared to the White, American Indian, Asian, Pacific Islander, and Two or More races groups. **Root Cause:** There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for African American and Economically Disadvantaged students in math.

School Processes & Programs

School Processes & Programs Summary

We have the following programs in place.

- Mentor and buddy system for new or new to campus teachers.
- After school homework club for struggling students.
- Instructional coaches meeting with teachers during PLC to help improve instruction.
- Struggling students are identified and the Student intervention Team meets routinely to discuss next steps.
- Counselors are aggressive in academic monitoring for all students.
- Social Emotional Learning has been implemented to address students' social needs.
- Tutoring Center is available after school for any student in core subjects.
- P.A.W.S. class (6th period) has been implemented to meet the individual needs of our students and to support our students through their middle school years both academically and social/emotionally.

School Processes & Programs Strengths

Our strengths as a campus and district include.

- Hiring and retaining Highly qualified and effective teachers.
- Highly successful students beyond high school graduation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Many students and faculty are not recognized for their achievements and successes. **Root Cause:** Size of our campus makes it challenging to recognize students and teachers efficiently and routinely.

Perceptions

Perceptions Summary

- High standards and expectations of academic excellence - staff and students
- Growth mindset - adaptable and flexible to meet the needs of all stakeholders
- Keeping communication relevant, timely, and ongoing

Perceptions Strengths

- Parent, community, PTA support
- Donations
- Academic knowledge and pursuits
- Community service opportunities
- Communication
- High achievement
- Foster growth mindset for all

Problem Statements Identifying Perceptions Needs





Problem Statement 1: As a campus, we have not been together physically as our renovation occurred and have found many inconsistencies throughout the campus. **Root Cause:** We have not updated our visioning documents - beliefs and mission.

Priority Problem Statements

Goals





Goal 1: Allen ISD will cultivate a culture of excellence.







Performance Objective 1: Ereckson Middle School will provide staff with rigorous, relevant, timely, and well designed supports to cultivate growth and learning.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Provide staff with Kagan Day 2 training on cooperative learning structures and activities. Strategy's Expected Result/Impact: Increase student engagement and the build supportive relationships among students Staff Responsible for Monitoring: Instructional Coaches and Administrators</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Utilization of Instructional Coaching for teachers regarding best practices and implementation of innovative strategies. Strategy's Expected Result/Impact: Increased pedagogical discussions and implementation of new and innovative practices resulting in increased student performance Staff Responsible for Monitoring: Instructional Coaches and Administrators</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Teachers will participate in District-wide Vertical Collaboration to expand instructional best practices, meet student needs, and utilize student data to design instruction and intervention. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Teachers, Administrators, and Instructional Coaches</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 2: Ereckson Middle School will create an environment of support for students that will maximize learning opportunities for all students.







| Strategy 1 Details | Reviews | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 1: Utilize innovative remediation and enrichment activities and programs to increase overall student performance on the STAAR test; such as: Increasing Reading and Math Strategies class courses, PAWS class courses, Tutoring Center, and utilizing available SEI funding.</p> <p>Strategy's Expected Result/Impact: Increase student achievement across all levels of student performance</p> <p>Staff Responsible for Monitoring: All Staff</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Gifted and Talented - Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for target students.</p> <p>Staff Responsible for Monitoring: GT Teachers, Instructional Coaches, and Administrators</p> <p>Funding Sources: - GT Allotment - \$382,093</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: EL - Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement</p> <p>Strategy's Expected Result/Impact: English Learners acquire English and experience academic success.</p> <p>Staff Responsible for Monitoring: EL Facilitators and Classroom Teachers</p> <p>Funding Sources: - Bilingual/ESL: State Special Allotment - \$1,200</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Compensatory Education - Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for target students.</p> <p>Staff Responsible for Monitoring: Core Subject Teachers and Administrators</p> <p>Funding Sources: - Comp Ed: State Special Allotment - \$500</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |

| Strategy 5 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 5: SPED - Provide supplemental learning experiences and services for special education students to support individual learning needs.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for target students.</p> <p>Staff Responsible for Monitoring: Special Education Teacher, General Education Teachers, and Administrators</p> <p>Funding Sources: - Special Education: State Special Allotment - \$793,359</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Title III - Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for target students.</p> <p>Staff Responsible for Monitoring: EL Teachers and General Education Teachers</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: Allen ISD will cultivate a culture of excellence.






Performance Objective 3: Ereckson Middle School will continue and expand communication systems to strengthen campus culture.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Increase innovative electronic communication methods to reach a larger community of Ereckson students, families, and staff.</p> <p>Strategy's Expected Result/Impact: Provide timely information through the use of Blackboard, Twitter, Facebook, Instagram, website, Canvas, School Messenger, Skyward, and Smore newsletters for staff and families,</p> <p>Staff Responsible for Monitoring: All Staff</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Increase collaboration meetings between counselors and administrators to 1 time per month</p> <p>Strategy's Expected Result/Impact: Strengthen communication to increase effectiveness of the overall campus climate</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Increase collaboration meetings between SROs and administrators to 1 time per week</p> <p>Strategy's Expected Result/Impact: Strengthen communication to increase effectiveness of the overall campus climate</p> <p>Staff Responsible for Monitoring: Administrators</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Increase participation and activities in staff Sunshine committee</p> <p>Strategy's Expected Result/Impact: Strengthen staff relationships of the overall campus climate</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |

| Strategy 5 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 5: Ereckson Middle School staff will utilize updated logo in all communications. Strategy's Expected Result/Impact: Increase perception of Ereckson Middle School Staff Responsible for Monitoring: All Staff | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: Create new visioning documents for the campus Strategy's Expected Result/Impact: Create unified language of mission, vision, and core beliefs that further define our work and expectations at Ereckson Middle School Staff Responsible for Monitoring: All staff | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |






Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Ereckson Middle School will create a wide range of experiences utilizing district provided student devices.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Implement Empower 1:1 Student Devices Strategy's Expected Result/Impact: All students will have a district issued chromebook to utilize daily. Staff Responsible for Monitoring: All staff | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  0% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |






Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 2: Ereckson Middle School will expand awareness of advanced learning opportunities for students.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Implement and utilize Xello Strategy's Expected Result/Impact: Increase student awareness and participation in advanced courses Staff Responsible for Monitoring: All staff | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  0% | | | |
| <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> | | | | |





Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 3: Ereckson Middle School will foster student interest and participation in student clubs and organizations.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Implement Hope Squad student group to provide support for struggling students Strategy's Expected Result/Impact: Enable students to serve as peer contacts for students that might be struggling in order to access additional health resources | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  0% | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: Ereckson Middle School will provide students with supports to cultivate growth, learning, and healthy habits.

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: Implement PAWS class into daily master schedule Strategy's Expected Result/Impact: To provide dedicated time to increase student awareness and focus on academic success skills Staff Responsible for Monitoring: All staff | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implement Differentiated Discipline Circles into weekly PAWS classes Strategy's Expected Result/Impact: Increase student and staff rapport and serve as a tool for building relationships Staff Responsible for Monitoring: Administration and Teachers | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Utilize collaboration spaces to support small group and varied student learning Strategy's Expected Result/Impact: Increase student success by utilizing new collaborative spaces across the building so that learning opportunities are customized or personalized Staff Responsible for Monitoring: All staff | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Campus Funding Summary

| Bilingual/ESL: State Special Allotment | | | | | |
|--|-----------|----------|------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 3 | | | \$1,200.00 |
| Sub-Total | | | | | \$1,200.00 |
| Comp Ed: State Special Allotment | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 4 | | | \$500.00 |
| Sub-Total | | | | | \$500.00 |
| Special Education: State Special Allotment | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 5 | | | \$793,359.00 |
| Sub-Total | | | | | \$793,359.00 |
| GT Allotment | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 2 | | | \$382,093.00 |
| Sub-Total | | | | | \$382,093.00 |