Allen Independent School District

Ereckson Middle School

2019-2020

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Board Approval Date: September 23, 2019
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

Student Achievement

Student Achievement Summary

For the 2018-2019 school year, Ereckson Middle School met the following standards:

- STAAR Performance – Scaled Score: 94, Rating: A
- Academic Growth – Scaled Score: 91, Rating: A
- Relative Performance (Eco Dis: 14.9%) – Scaled Score: 89, Rating: B
- Closing the Gaps – Scaled Score: 94, Rating: A

These scores result in Ereckson Middle School receiving a 2019 Texas Accountability Rating of “A” with a Scaled Score of 94. 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 2018 STAAR Performance Data Table, the following scores for all grades show the percentage at Standard or above:

- All Subjects: 93% (district – 92%)
- ELA/Reading: 93% (district – 91%)
- Mathematics: 95% (district – 94%)
- Writing: 90% (district – 86%)
- Science: 94% (district – 93%)
- Social Studies: 91% (district – 93%)

Analysis of the above scores shows that most scores fluctuated by one or two percentage points when compared to the scores from the previous year. Strategies must continue 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 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%
- 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 and by each standard. As stated 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.

**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:

- 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 Achievement Needs**

**Problem Statement 1**: Although there was an increase in scores from the previous year within our Economically Disadvantage group, there continues to be a need to close the achievement gap. **Root Cause**: There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for our Economically Disadvantage students. There is a need to identify these students early and provide them with continuous support throughout the year.

**Problem Statement 2**: 2019 STAAR data reveals that Special Education students scored significantly below all other student groups in all subjects. **Root Cause**: There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students. These students need to be provided continuous support and intervention strategies throughout the year.
Problem Statement 3: 2019 STAAR data reveals that scores across all subject areas within our Special Education group were significantly lower when compared to the other groups in the other subject test areas. **Root Cause:** There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Ed students.

Problem Statement 4: 2019 STAAR data reveals a significant achievement gap for our African American students across all test subject areas 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 students.

Problem Statement 5: 2019 STAAR data reveals a slight decline in scores for Science and Social Studies when compared to the 2018 STAAR data. **Root Cause:** There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Science and Social Studies students.
School Culture and Climate

School Culture and Climate Summary

Ereckson Middle School is a campus that is highly respected by the community. Historically it has been known for the excellence it has achieved by its students. We are committed to helping the whole student. We put effort and emphasis into not only our academics but all of our extracurricular activities, Fine Arts and Athletics, along with an emphasis on community service (PALS, NJHS). We pride ourselves in encouraging our students to maximize their strengths and address areas for growth, academically, socially and emotionally. Ereckson Huskies become Eagles that Soar!

School Culture and Climate Strengths

- Supports are in place to support new students. This includes Day at the Dog Pound which serves as an orientation for our incoming 7th grade students, Parent at the Pound which serves as an orientation for our new parents, student tours by PALS for our newly enrolled students, EL Facilitators for our newly enrolled EL students and Case Managers assigned to all SPED students.
- The most current Student Engagement Survey (2017-2018) indicated that 97% of students felt their classes were interesting, 95% feel that teachers are available for additional academic support and 91% reported to be involved in extra-curricular activities.
- We have an established campus discipline plan that encourages staff members to handle discipline concerns within the classroom setting, and positive student-teacher relationships are encouraged. School counselors are available to provide support with social/emotional needs, and assistant principals work together to ensure an equitable discipline system when necessary.
- The Trust Card system is in place to encourage appropriate student behavior. Students earn privilege opportunities during lunch time if they are in possession of their Trust Card. Staff members are encouraged to complete a Student Celebration form when students are behaving as positive citizens on our campus. Students then earn the opportunity to participate in a pizza party held at the end of each 9 week grading period. Staff are encouraged to make contact with parents/guardians regarding positive student behavior.
- The campus follows the district protocols to minimize events of bullying and harassment. The Safety Incident Report is available throughout campus which allows students to report concerns that may lead to bullying behaviors. Counselors and administrators respond swiftly to the reports per district protocols. School counselors provide a training to all students regarding bullying and harassment and teach students about appropriate behavior and how to report incidents of concern.
- At the end of each school year, the principals review current year discipline trends and adjust campus discipline protocols based on the changing student needs. This school year we created a Back to Basic Boot Camp binder for staff, reinforcing classroom and campus discipline protocols while encouraging positive student-teacher relationships. We also encourage staff to use PBIS World as a resource for positive behavior interventions.
- To promote student safety, our counselors present several trainings to students throughout the year to inform them and provide guidance for campus support. In addition to our Safety Incident form used to report incidents to administration, we also conduct monthly safety drills to prepare staff and students in the event of an emergency.

Twenty-first century students need to balance career and technical skills with soft skills such as emotional intelligence, self-motivation, and conflict resolution. Our counselors will train staff on using the Second Step Middle School Program during homeroom each week, and teachers will work
with students to increase their social-emotional skills.
- A relatively small group of students causes the majority of our discipline challenges. We continue to work towards identifying which students are at-risk for persistent misbehavior early on and brainstorm ways of making good behavior more rewarding to them

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** *We would like to identify groups that may be under-served and provide relevant clubs or activities to increase their engagement/participation in school life.*
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. Campus Instructional Coaches systematically meet with new teachers to provide support as needed and ensure a smooth transition to our campus. 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 27% 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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 1. Paraprofessional staff retention rate. 2. Retain highly qualified staff.
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. Professional learning is focused on designing personalized learning experiences for students.

Curriculum, Instruction, and Assessment Strengths

- High level of teaching at performance standard
- EL 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
- Instructional Coaches support teachers in order to ensure student achievement

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: 1. Process to analyze instructional data to drive instruction. 2. Professional learning in the area of strategies for At-Risk students, critical writing strategies, content reading, and targeted small group instruction.
Priority Problem Statements
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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 Data
- PBMAS data

**Student Data: Assessments**
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline 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
• TTESS 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
## Goals

Revised/Approved: September 23, 2019

**Goal 1:** Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 1:** EMS will provide additional supports for improved performance from previous academic year on STAAR achievement for identified subgroups.

**Evaluation Data Source(s) 1:** Local assessments, district benchmarks, district simulations, STAAR, and Algebra EOC Exam

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Monitor</th>
<th>Strategy’s Expected Result/Impact</th>
<th>Reviews</th>
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<td>1) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</td>
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<td><strong>Funding Sources:</strong> Gifted/Talented - 503000.00</td>
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<td>2) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.</td>
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<td>3) Provide supplemental learning experiences and services for at-risk students promoting academic achievement progressing towards high school graduation.</td>
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<td><strong>Funding Sources:</strong> School Excellence Initiative - 8250.00</td>
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<td>Strategy Description</td>
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<tr>
<td>4) Provide supplemental learning experiences and services for special education students to support individual learning need.</td>
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<td><strong>Funding Sources</strong>: Special Education - 632,000.00</td>
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<tr>
<td>5) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.</td>
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<td><strong>Funding Sources</strong>: CTE - 480,000.00</td>
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<td>6) Provide supplemental learning experiences and services for at-risk students promoting academic achievement progressing towards high school graduation.</td>
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<td><strong>Funding Sources</strong>: Comp Ed - 40,000.00</td>
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= Accomplished  = Continue/Modify  = No Progress  = Discontinue
Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.

Performance Objective 1: EMS will provide increased opportunities for students to develop relationships to promote academic, social, and emotional success.

Evaluation Data Source(s) 1: Attendance, student surveys, parent surveys, teacher surveys, and feedback related to Social Emotional Learning

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>1) Implement Social Emotional Learning utilizing SecondStep Curriculum</td>
<td>Administration, counselors, and teachers</td>
<td>Increase opportunities for students to develop social and emotional success</td>
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<td>2) Increase opportunities for students to be recognized for positive contributions to the campus</td>
<td>All staff</td>
<td>Increase positive student culture</td>
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</table>

100% = Accomplished  
→ = Continue/Modify  
0% = No Progress  
✗ = Discontinue
**Goal 3:** Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

**Performance Objective 1:** EMS will develop systems to increase staff leadership capacity to support learning.

**Evaluation Data Source(s) 1:** Professional development attendance, student assessment data, staff surveys, and PLC agendas

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

<table>
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<tr>
<th>Strategy Description</th>
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<td><strong>TEA Priorities</strong></td>
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<tr>
<td>Recruit, support, retain teachers and principals</td>
<td>Instructional Coaches</td>
<td>Increased student learning and achievement</td>
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<td>Build a foundation of reading and math</td>
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<tr>
<td>1) Implement Instructional Rounds</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
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<tr>
<td>Recruit, support, retain teachers and principals</td>
<td>Administration and counselors</td>
<td>Increased student achievement</td>
<td>Dec 50% Mar May Summative</td>
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<td>2) Increase support in monitoring academic progress of students</td>
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Legend:
- 100% = Accomplished
- = Continue/Modify
- 0% = No Progress
- = Discontinue
## 2019-2020 Campus Site-Based Committee

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<th>Committee Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Administrator</td>
<td>Leslie Norris</td>
<td>Principal</td>
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<tr>
<td>Administrator</td>
<td>Paul Harper</td>
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<td>Laurie Schaefer</td>
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<tr>
<td>Non-classroom Professional</td>
<td>Emily Danner</td>
<td>Counselor</td>
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<td>Wendy McKay</td>
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<td>Ruth-Ellen Lagos</td>
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<td>Darren Gaas</td>
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## Campus Funding Summary

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**Sub-Total** $8,250.00

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**Sub-Total** $503,000.00

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**Sub-Total** $1,200.00

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**Sub-Total** $480,000.00

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</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Objective</td>
<td>Strategy</td>
<td>Resources Needed</td>
<td>Account Code</td>
<td>Amount</td>
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## Special Education

<table>
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<th>Goal</th>
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<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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Ereckson Middle School
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January 6, 2020 2:07 pm