

**Allen Independent School District**  
**Ereckson Middle School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**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  
Top 25 Percent: Comparative Closing the Gaps  
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.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ereckson Middle School is a 14 year old campus serving 7<sup>th</sup> and 8<sup>th</sup> grade students. The demographic data information in this report is from the 2016-2017 TAPR. Student enrollment at EMS continues to grow. During the 2015-2016 school year, the enrollment was approximately 1195 students. In 2017 it was 1230 students and as of May 2018, 1247 students. As of May 2018, student groups are as follows: 597 7<sup>th</sup> grade students and 633 8<sup>th</sup> grade students. Of the 1247 students enrolled, there are 165 Section 504 students, 126 Special Education students, and 70 LEP students. Per the 2016-2017 TAPR, 155 students were classified as Economically Disadvantaged, 254 as At-Risk , and 276 as Gifted and Talented. Additionally the ethnicity groups are as follows: Asian 21.7%, African-American 8.6%, White 52%, Hispanic 13% and multi-racial 3.9%. As compared to the previous year TAPR, ethnicity groups have remained relatively stable with the exception of White (reduction of 3.2%) and Hispanic (Increase of 2.2%).

Students arrive to school by walking, riding a bike, parent transportation and district provided buses. We currently have 14 buses serving our campus with an additional two serving our special education students. The following data was gleaned from the 2016-2017 TAPR: 2017 Accountability Rating was “Met Standard” with Distinction Designations in ELA/Reading, Mathematics, Science, Social Studies, Top 25% Student Progress and Postsecondary Readiness. Our Attendance Rate remained relatively stable as compared to the previous year at 97.5% and our Mobility Rate improved from 7.9% to 6%.

The 2016-17 TAPR reported that EMS had 92.3 staff members. Of those 88.5% were white, 2.8% were African American, 2.3% were Hispanic 4.2% American Indian and .9% Asian.

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.

### Demographics Strengths

- Ereckson Middle School has a high attendance rate and a low mobility rate resulting in a stable school environment.
- 44.7% of our teachers have 11 or more years of experience.
- 22.7% of our student population is identified as Gifted & Talented
- 51.5% of students are enrolled in CTE courses.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 1: To mirror the ethnicity profile of our student population, EMS should hire more ethnically diverse staff. 2. To better address the growing needs of our economically disadvantaged population, EMS should develop staff training that address poverty and cultural awareness.

## Student Achievement

### Student Achievement Summary

For the 2017-2018 school year Ereckson Middle School met the following standards:

- Student Achievement – Met Standard - 95
- Academic Growth – Met Standard - 93
- Relative Performance – Met Standard - 88
- Closing the Gaps – Met Standard - 100

These scores result in Ereckson Middle School receiving a 2018 Texas Accountability Rating of Met Standard with a Scaled Score of 97. Ereckson Middle School also earned seven Distinctions:

- Academic Achievement in ELA/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Comparative Academic Growth
- Postsecondary Readiness
- Comparative Closing the Gaps

According to the 2018 STAAR Performance Data Table, the following scores for all grades show the percentage at Standard or above:

- All Subjects: 94% (district – 93%)
- Reading: 95% (district – 91%)
- Mathematics: 96% (district – 94%)
- Writing: 91% (district – 87%)
- Science: 93% (district – 94%)
- Social Studies: 93% (district – 95%)

Analysis of the above scores shows that scores remained the same when compared to the scores from the previous year with the exception of Reading and Social Studies that increased by 1 percentage point and Science that decreased by 3 percentage points. 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 2018 STAAR Performance Data Table:

- All Subjects: White – 97%, Asian – 98%, Special Ed – 62%, Economically Disadvantaged – 77%
- Reading: Pacific White – 97%, Asian – 98%, Special Ed – 65%, Economically Disadvantaged – 80%
- Mathematics: White – 98%, Asian – 99%, Special Ed – 64%, Economically Disadvantaged – 83%
- Writing: White – 93% Asian – 99%, Special Ed – 50%, Economically Disadvantaged – 67%
- Science: White – 96%, Asian – 98%, Special Ed – 60%, Economically Disadvantaged – 73%
- Social Studies: White – 97%, Asian – 98%, Special Ed – 67%, Economically Disadvantaged – 73%

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.

### **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:

- Distinctions in Academic Achievement for ELA/Reading, Mathematics, Science, and Social Studies.
- Distinction in Comparative Academic Growth.
- Distinction in Postsecondary Readiness.
- Distinction in Comparative Closing the Gaps.
- Met Standard Accountability Rating.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** 1. 2018 STAAR data reveals that Special Education students scored significantly below all other student groups in 7th grade Writing.

**Root Cause:** 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.

**Problem Statement 2:** 2. 2018 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.

**Root Cause:** 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.

**Problem Statement 3:** 3. 2018 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 4:** 4. 2018 STAAR data reveals a slight decline in scores for Science when compared to the 2017 STAAR data. **Root Cause:** There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Science 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 along with an emphasis on community service. 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.

Based on our recent Student Engagement survey:

1. 97% of our students feel that their classes are interesting.
2. 95% of our students feel that teachers are available to help when they are having difficulty.
3. 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.
4. 96% 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.
5. 99% of students believe they will continue education after high school.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** From the 2018 Student Engagement Survey, 75% of students feel they are recognized for contributing to Ereckson.



## **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.

### **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.

### **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
- Instructional Coach 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 development in the area of strategies for At-Risk students, critical writing strategies, and content reading.

## **Parent and Community Engagement**

### **Parent and Community Engagement 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, college/career events, and Counselor Advisory Committee.

### **Parent and Community Engagement 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

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** 1. Identify and offer activities that will help increase family and community involvement. 2. Opportunities for parents to learn strategies to support their child's learning and be involved in critical decision making at the school.

## School Context and Organization

### School Context and Organization Summary

A variety of intervention strategies are used to support student learning. The campus has increased staff participation in the decision making process with a shared leadership philosophy along with rotating committee representation every 2 years.

### School Context and Organization Strengths

- Homework Club is offered 3-4 days per week with a late bus available for students without transportation
- All departments have staff available before and after school for tutoring and remediation support.
- Saturday School is offered 6 times per year for students who need a longer period of time to address academics and/or to address truancy concerns.
- Study Skills is offered for SPED/504 students. For the 2018-2019 school year, two sections of General Education Study Skills will be offered to students as part of our Student Intervention Program.
- During the spring semester, SEI funds are used to support intensive STAAR tutoring for students who have shown deficits in knowledge of the core subject(s).
- The campus decision making process includes an Instructional Leadership Team and an Operations Leadership Team.
- Mentor teachers are assigned to staff who are new to our campus and/or new to the education profession. The mentoring program is for two years.
- We have consistent communication programs in place to ensure our families, students and community members are aware of our school information. This done via a bi-weekly newsletter sent by the principal, a school marquee, daily e-announcements, daily video announcements, Skyward, Canvas and Remind 101.
- Our school map and physical layout are routinely reviewed via our Safety Coordinator to ensure we are in compliance, and we conduct monthly safety drills to ensure staff/students know how to react during an emergency.
- Our school counselors offer monthly Character Trait themes and these are reinforced within the classroom and on school video announcements. The counselors are available throughout the day by appointment and see students immediately during times of crisis. For the 2017-18 school year, a third counselor was added to our campus which allowed for us to provide more immediate support to students.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** 1. A positive behavior intervention program should be implemented that proactively addresses the behavior needs of students who frequently are in violation of the Student Handbook guidelines and Student Code of Conduct.

# Technology

## Technology Summary

Ereckson MS was refreshed with new technology hardware throughout the campus in the summer of 2017. This included desktops for staff and students, chromebook carts, ipad carts, laptop carts, classroom media computers, interactive boards projectors, and tvs. During the summer of 2018, the campus was able to purchase an additional ipad cart and received 2 laptop carts to support GT student learning.

## Technology Strengths

- We have continued to add laptop/Chromebook and iPad carts to our campus inventory to increase our device to student ratio. By increasing the number of devices on our campus, we are able to meet the needs of our twenty first century learners.
- By utilizing Canvas, we are able to implement blending learning programs which increase communication, feedback, and collaboration.
- Our technology infrastructure is adequate and meets the needs of our wireless devices.
- Ongoing professional development opportunities provide our teachers with the training they need to be able to implement technology hardware and software in their classrooms.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** • Ensure that all aspects of new technology software and hardware are in working order and are maintained appropriately. • Continue to offer a variety of training and support for new tools that can be effectively implemented in the classroom. • Resolve technology issues in a timely fashion as to not inconvenience teachers or impact instruction.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) 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
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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

## 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:** In 2018-2019, 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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.						
Funding Sources: Gifted/Talented - 488000.00						
2) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.						
Funding Sources: ESL - 0.00						
3) Provide supplemental learning experiences and services for at-risk students promoting academic achievement progressing towards high school graduation.						
Funding Sources: School Excellence Initiative - 8810.00						
4) Provide supplemental learning experiences and services for special education students to support individual learning need.						
Funding Sources: Special Education - 627000.00						
5) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.						
Funding Sources: CTE - 450000.00						
6) Provide supplemental learning experiences and services for at-risk students promoting academic achievement progressing towards high school graduation.						
Funding Sources: Comp Ed - 40000.00						
						


**Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.**

**Performance Objective 1:** In 2018-2019, 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, and teacher surveys

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
<b>Critical Success Factors</b> CSF 1 CSF 6  1) Implementation of Privilege Time 2-3 times per week during lunch.	Admin and selected staff members	Increase opportunities for students to develop social and emotional success				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6  2) Increase opportunities for students to be recognized for positive contributions to the campus	Admin and all staff	Increase positive student culture				



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = 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:** In 2018-2019, 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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6  1) Provide campus training to all staff related to cultural awareness	Admin	Improvement in teacher quality and student discipline referrals				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6  2) Provide opportunity for identified students to participate in school clubs focused on building leadership skills in all students.	Admin and school sponsor	Improvement in student discipline and increased self-esteem				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  3) Provide opportunities for staff to attend out of district trainings in a trainer of trainer model to further support increased student learning and achievement	Admin and various teachers	Improvement in staff leadership and increased student learning/achievement				

# Campus Funding Summary

<b>School Excellence Initiative</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$8,810.00
<b>Sub-Total</b>					\$8,810.00
<b>Comp Ed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$40,000.00
<b>Sub-Total</b>					\$40,000.00
<b>Gifted/Talented</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$488,000.00
<b>Sub-Total</b>					\$488,000.00
<b>ESL</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>CTE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$450,000.00
<b>Sub-Total</b>					\$450,000.00
<b>Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$627,000.00
<b>Sub-Total</b>					\$627,000.00
<b>Grand Total</b>					\$1,613,810.00