

Hitchcock Independent School District

2020-2021 Crosby Middle School Campus Improvement Plan



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Principal

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Mission Statement

The mission of Crosby Middle School is to serve the diverse needs of our students, while creating life-long learners through a rigorous curriculum and positive relationships.

Vision

We believe that:

- Each student deserves access to a world-class education
- Education is a joint partnership between family, school, and community.
- Relationships are the foundation for meaningful teaching and learning.
- Learning can occur any time, any place, and at any pace.
- Providing diverse learning opportunities promotes individual success.
- Excellence is worth the effort.
- High expectations drive performance.
- Diversity strengthens our community.
- The measure of success of any community is the success of its children.
- Communication with all stakeholders develops unity.
- Every person is responsible to be a continuous lifelong learner.
- Innovation requires a commitment to bold ideas.

Goals

Goal #1: Make academic achievement and student performance the primary priority of Crosby Middle School

Goal #2: Recruit, Reward, and Retain Highly Qualified Staff

Goal #3: Maintain a safe and disciplined environment conducive to learning

Goal #4: Create a clear road map for students as well as staff through a dedicated PLC implemented with fidelity (TIP)

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Crosby Middle School serves approximately 350 students in grades 6-8. The student population is represented by 39% African American, 34% Hispanic and 24% White. The average daily attendance rate for students is approximately 97%. There is an overall rate of 78% for Economically Disadvantaged. Crosby Middle School serves approximately 28 English Learners, 56 Special Education students, and 18 Gifted and Talented students. Campus membership has a 15% mobility rate compared to the state rate of 15%.

Demographics Strengths

The close-knit community and small student population allows for a complete understanding of individual family dynamics and allows for an authentic connection to each student.

Demographic Needs

- Increase academic, advancement, and enrichment opportunities for students
- Increase communication with families (including non-English speakers)
- Increase opportunities for family and community participation and education

Student Academic Achievement

Student Academic Achievement Summary

2020 Campus Performance on State Accountability

- Not Rated: Declared State of Disaster

2019 Campus Performance on State Accountability

- Overall Performance: 59 out of 100 (F)
- Student Achievement: 60 out of 100 (D)
- School Progress: 63 out of 100 (D)
- Closing the Gaps: 50 out of 100 (F)
- Distinctions Earned: No distinctions earned

Crosby Middle School STAAR Historical Passing Percentages

6 th Grade Reading STAAR Summary	Tested Year	2017			2018			2019			2020
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Not Rated
	Passing Standards	67%	26%	8%	60%	25%	15%	42%	15%	4%	
6 th Grade Math STAAR Summary	Tested Year	2017			2018			2019			2020
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Not Rated
	Passing Standards	75%	21%	6%	58%	23%	13%	52%	19%	7%	
7 th Grade Reading STAAR Summary	Tested Year	2017			2018			2019			2020
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Not Rated
	Passing Standards	70%	31%	9%	71%	40%	18%	64%	31%	17%	
7 th Grade Math STAAR Summary	Tested Year	2017			2018			2019			2020
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Not Rated
	Passing Standards	52%	18%	4%	72%	28%	9%	61%	29%	4%	
7 th Grade Writing STAAR Summary	Tested Year	2017			2018			2019			2020
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Not Rated
	Passing Standards	46%	10%	3%	58%	32%	3%	57%	24%	10%	
8 th Grade Reading STAAR Summary	Tested Year	2017			2018			2019			2020
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Not Rated
	Passing Standards	67%	25%	8%	80%	40%	15%	79%	46%	17%	
8 th Grade Math STAAR Summary	Tested Year	2017			2018			2019			2020
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Not Rated
	Passing Standards	78%	38%	7%	71%	39%	9%	70%	30%	7%	
8 th Grade Science STAAR Summary	Tested Year	2017			2018			2019			2020
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Not Rated
	Passing Standards	45%	20%	0%	66%	35%	15%	66%	35%	9%	

8 th Grade Social Studies STAAR Summary	Tested Year	2017			2018			2019			2020
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Not Rated
	Passing Standards	20%	1%	0%	48%	15%	4%	54%	17%	6%	

Student Academic Achievement Strengths

- The campus previously exceeded state academic growth in 8th grade reading, , 6th grade math, 7th grade math, and 8th grade math

2019 District STAAR Progress Measure

The distinction earned and the performance in the area of school progress, and are due to academic progress made by students.

STAAR Test	Accelerated Progress	Expected Progress	Limited Progress
6 th Reading	1%	15%	84%
6 th Math	4%	28%	68%
7 th Reading	20%	65%	15%
7 th Math	9%	45%	46%
8 th Reading	18%	74%	8%
8 th Math	5%	62%	33%

Student Academic Achievement Needs

- Increase student achievement on all assessments at all criteria levels
- Increase student academic growth
- Increase instructional rigor and expectations
- Increase levels of advanced achievement
- Improve instruction through PLCs to analyze data, create data driven interventions, create enrichment opportunities, and deepen the content knowledge of teachers

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

District/campus goals; current and prior year(s) district/campus improvement plans; district/campus planning and decision-making committee(s) meeting data; state and federal requirements; etc.

Accountability Data

Texas Academic Performance Report (TAPR) data; Performance Index Framework data; Accountability Distinction Designations; Federal Report Card data; PBMAS data; etc.

Student Assessment Data

State and federally required assessment information; State of Texas Assessment of Academic Readiness (STAAR) assessment data; Texas English Language Proficiency Assessment System (TELPAS) data; iStation, and other assessments; local unit assessment data; attendance data; discipline data; report card grades; observation data; etc.

2020-2021 Campus Leadership Team Members

Committee Role	Name	Position
District Level Administrator	Travis Edwards	Superintendent
Administrator	Cherissa Crawford	Principal
Administrator	Donette Line	Assistant Principal
Counselor	Tommetria Womack	Campus Counselor
Classroom Teacher	Cody Walthall	(ELA)Teacher
Classroom Teacher	Jessica Vestal	(SS) Teacher
Classroom Teacher	Zoie Abdullah	(SPED) Teacher
Parent	C. Maxwell	Parent
Community Member	S. Richardson	Community Business Member

Goals and Performance Objectives

Goal #1: Make academic achievement and student performance the priority of Crosby Middle School.

Performance Objective 1: 100% of students will achieve at least one year’s academic progress on year-end assessments (STAAR, TELPAS, etc.)

Performance Objective 2: 30% or more of students will achieve Mastery on STAAR assessments (12% in 2018; 9% in 2019)

Performance Objective 3: 100% of students will meet or exceed the level of Approaches for the STAAR (in each subject area)

Performance Objective 4: Attendance Rate will be higher than the state average

Evaluation Data Sources / Evidence Demonstrating Progress: lesson plans, progress monitoring, student assessment scores, special programs documentation, meeting/activity documentation (minutes, agendas, participant attendance, etc.)

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ongoing collection/evaluation/disaggregation of data (formative, summative, district unit assessments, state assessments, universal screeners, etc.) and utilization of data to drive/differentiate/scaffold instruction and interventions	Title I: for Coordination of School Improvement (Instructional Coach); Local Funds	Teachers, Principals				
Thorough pre-planning of lessons for instruction and intervention to include high level questions, engaging and rigorous activities, differentiated instruction, and cross-curricular collaboration/implementation		Teachers, Principals				
Ongoing monitoring and campus/district-wide planning to include: effectiveness of instruction (observations/walk-throughs), evaluation of student progress monitoring data (administrative data meetings), effective master scheduling, planning for instruction and intervention periods, monitoring of special programs and student support, ongoing targeted and effective professional development, etc.		Principals, District Coordinators; Campus Leadership Team				
Ongoing effective utilization of technology to support academic achievement – to include chrome carts for students in grades 6th-12 th , utilization of computer labs by grades PreK-12 th , use of software (such as: IStation, Study Island, Flocabulary, etc.)		Teachers, Principal, District Coordinators				
Ongoing encouragement and positive incentives to students – to include student awards ceremonies, promotion of the importance of assessments, and opportunities earned through academic achievement		Teachers, Principals				
For Reviews: ✓ = Accomplished ➔ = Continue/Modify + = Considerable Progress / = Some Progress ○ = No Progress X = Discontinue						

Goal #1: Make academic achievement and student performance the priority of Crosby Middle School.

Performance Objective 5: Achieve UIL Academic District Champion at each division grade level

Performance Objective 6: All extra-curricular organizations, teams, and clubs will achieve Regional and/or State level

Performance Objective 7: All students participating in organizations, teams, and clubs will achieve 100% passing rate all school year

Evaluation Data Sources / Evidence Demonstrating Progress: meeting/activity documentation (minutes, agendas, participant attendance, scoring results/awards, etc.); student report cards

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Encourage and actively recruit students for participation – to include incentives/rewards for participation; celebration of successes; and public acknowledgement (newspaper, district site/social media, school board meetings, athletic and academic pep rallies, etc.)	General Funds	Teachers, Principals, Coaches, Athletic Director, Club/Activity Sponsors				
Work throughout the entire school year (as opposed to just before contest) on student engagement/preparation; ensure meeting of all deadlines and knowledge/adherence to rules/regulations		Coaches, Club/Activity Sponsors, Athletic Director				
Teach, mentor, monitor coaches/sponsors; monitor programs/events		Athletic Director, Principals				
Monetary incentives (stipends) for staff sponsorship of many organizations, clubs, UIL activities, etc.		Principals, Superintendent				
For Reviews: ✓ = Accomplished → = Continue/Modify + = Considerable Progress / = Some Progress ○ = No Progress X = Discontinue						

Goal #1: Make academic achievement and student performance the priority of Crosby Middle School.

Performance Objective 8: Decrease the achievement gap between special populations of students (socio-economic status, ethnicity, Special Education, English Language Learners, etc.) to achieve “Met Standard” in “Closing the Gaps” on State Accountability

Evaluation Data Sources / Evidence Demonstrating Progress: lesson plans, progress monitoring, AVID Binders, student assessment scores, special programs documentation, meeting/activity documents (minutes, agendas, participant attendance, etc.)

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ongoing staff training in effective differentiation strategies and best practice related to students with individualized needs (English Learners, Dyslexia, low socio-economic students, etc.)	263, Local	Teachers, Principals, District Coordinators				
Ongoing data disaggregation and monitoring of instruction		Teachers, Principals				
For 2020-21 school year, provide professional development to increase district-wide support for Special Education and English Learners		Principals				
Referral to special programs (Response to Intervention, Section 504, Dyslexia, ESL, Special Education, etc.) as appropriate to ensure effective/appropriate ongoing support and accommodations for students		Teachers, Principals, District Coordinators				
Effective and compliant operations to ensure students in special programs (Response to Intervention, Section 504, Dyslexia, ESL, Special Education, etc.) are identified, provided ongoing support as needed, and utilizing accommodations/modifications as required		Principals, District Coordinators				
Expand the AVID elective program to include all grade levels		Teachers, Principals, District Coordinators				
Every AVID student will utilize AVID binders and agendas in all content classes daily		Teachers, Principals, AVID Site Coordinators				
Staff will professional development on WICOR Strategies for utilization in core content classes		Teachers, AVID/District Coordinators				
For Reviews: ✓ = Accomplished ➔ = Continue/Modify + = Considerable Progress / = Some Progress ○ = No Progress X = Discontinue						

Goal #1: Make academic achievement and student performance the priority of Crosby Middle School

Performance Objective 9: Crosby Middle School will increase student average daily attendance to 97%

Evaluation Data Sources / Evidence Demonstrating Progress: attendance data, student participation in incentives, attendance letters and documentation of communication and follow-up

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Accurately record/monitor daily attendance; plan for making up work, making up lost instruction, and making up time	General Funds;	Teachers, Attendance Clerks, Principals				
Individual and campus attendance incentives – to include recognition at awards assemblies, perfect attendance, celebration events		Teachers, Principals				
Ongoing parent notification/communication, documentation letters and follow-up		Teachers, Principals,				
For Reviews: ✓ = Accomplished ➔ = Continue/Modify + = Considerable Progress / = Some Progress ○ = No Progress X = Discontinue						

Goal #2: Recruit, Reward, and Retain Highly Qualified Staff

Performance Objective 1: Increase staff retention rate by

Performance Objective 2: Campus-wide ongoing focus on improving culture and climate

Evaluation Data Sources / Evidence Demonstrating Progress: staff hiring and salary documentation, staff surveys

Strategy Description	General Funds	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Administrators will participate in ongoing recruitment activities (publish open positions, attend job fairs, etc.)	General Funds	Principal				
Continue to provide support for all staff members by providing PLCs and common planning periods		Superintendent, Principal				
Ensure ongoing communication with staff and increase transparency through weekly calendar updates, monthly staff meetings, weekly and bi-weekly PLCs.		Principal				
Ensure ongoing growth and increased effectiveness of campus staff by providing ongoing professional development activities, webinars, and access to conferences and workshops.		Superintendent, Principal				
Provide incentives and recognition for faculty and staff members		Principal, Campus hospitality Committee				
Ongoing activities and monitoring to improve school culture and climate		Principal,				
For Reviews: ✓ = Accomplished → = Continue/Modify + = Considerable Progress / = Some Progress ○ = No Progress X = Discontinue						

Goal #3: Maintain a safe and disciplined environment conducive to learning

Performance Objective 1: 25% decrease in the number of office discipline referrals (in 2020, there were 572 total referrals at Crosby Middle School).

Evaluation Data Sources / Evidence Demonstrating Progress: discipline data, classroom walk-through documentation

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Build positive, encouraging relationships with students, and utilize positive behavioral incentives (individual, classroom, campus-wide)	General Funds	Teachers, Principals				
Display of CHAMPS visuals, and consistent usage of CHAMPS protocols in all classrooms		Teachers, Principals				
Creation/implementation of campus- wide student incentives, rewards, and recognition		Teachers, Principals				
Monitor consistent use of strategies and positive incentives; ensure discipline placements are appropriate and aligned to legal requirements		Principals				
For Reviews: ✓ = Accomplished → = Continue/Modify + = Considerable Progress / = Some Progress ○ = No Progress X = Discontinue						

Goal #3: Maintain a safe and disciplined environment conducive to learning

Performance Objective 2: When surveyed, students, staff, and parents will report feeling the campus is a safe and secure learning environment

Evaluation Data Sources / Evidence Demonstrating Progress: visitor logs, maintenance logs

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Ensure/check that doors are secured after entry/exit – always remove anything preventing doors from locking	General Funds	All Staff				
Ensure all visitors enter through main door and sign-in to the school visitor management system (escort any non-registered visitor to office immediately) – teach students not to open doors for strangers/visitors		All Staff				
Monitor safety/security; advertise/inform public/community of the sign-in system; educate staff; convey school policy to parents; stress student safety		Principals, Superintendent				
Ensure regular maintenance of building – regularly check door mechanisms; repair keys and/or door mechanisms as needed; post visible signs		Maintenance Director				
For Reviews: ✓ = Accomplished → = Continue/Modify + = Considerable Progress / = Some Progress ○ = No Progress X = Discontinue						

Goal #4 Create a clear road map for students as well as staff through a dedicated PLC (TIP)

Performance Objective 1: Increase teacher collaboration

Performance Objective 2: Provide data-driven instruction

Performance Objective 3: Provide curriculum and assessments aligned to TEKS

Evaluation Data Sources / Evidence Demonstrating Progress: Staff Development Agendas, PLC Agendas, lesson plans, and Walk through Reports

Strategy Description	Funding Sources	Monitor	Reviews (Formative & Summative)			
			Nov	Jan	Mar	Jun
Teachers collaboratively will use the TEKS Resource System, TEKS guide, and Unit Tests to collaboratively create and plan lessons	Local	Superintendent, Principal				
PLC's will be led by the Campus Leadership Team and follow Data Driven instruction protocol for weekly and 9 week meetings		Principals, Campus Leadership Team				
Teachers will collaboratively plan and create bell ringers, exit tickets, objectives, and lesson plans using the TEKS Resource System		Superintendent, Principals,				
Implement Frequent teacher observations and reflective feedback		Superintendent, Principals, C&I Coordinator				
For Reviews: ✓ = Accomplished ➔ = Continue/Modify + = Considerable Progress / = Some Progress ○ = No Progress X = Discontinue						