

McKinney Independent School District
Cockrill Middle School
2022-2023 Campus Improvement Plan



Mission Statement

CMS empowers lives through Challenges, Motivation, and Support.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Achievement 4
 - School Culture and Climate 5
 - Staff Quality, Recruitment, and Retention 6
 - Curriculum, Instruction, and Assessment 7
 - Parent and Community Engagement 8
 - School Context and Organization 9
 - Technology 10
- Priority Problem Statements 11
- Goals 12
 - Goal 1: Cockrill Middle School will provide a safe and collaborative environment for the enhancement of student learning. 13
 - Goal 2: Cockrill Middle School will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success. 17
 - Goal 3: CMS will promote social and emotional learning (SEL) and character education through the continued implementation of the MISD Lives Kind initiative to foster the development of students and enhance our learning community. 26

Comprehensive Needs Assessment

Demographics

Demographics Summary

CMS currently serves approximately 1,275 students each day. Enrollment by ethnicity includes: Asian–7.5%, Black/African American–16.6%, White–57%, Two or More-3%, and Hispanic-19%. CMS has 5.3% Limited English Proficient students, 11.7% receive Special Education services, 14.3% participate in the Gifted and Talented program, 28.36% are considered to be At-Risk, and 20% qualify as Economically Disadvantaged based on free/reduced lunch status. We have approximately 230 students with 504 accommodation plans.

Demographics Strengths

The strength of our student population is that it reflects the diversity of the city of McKinney. Students of different backgrounds do a great job of accepting one another and working together. No matter which elementary students attended, they become Cockrill Cowboys as soon as they enter 6th grade.

We have an awesome school spirit because of our focus on relationships and CLub CREED. CMS will continue to facilitate professional development in order to meet the needs of all students, including special education students, economically disadvantaged students, and English Language Learners (ELL).

Student Achievement

Student Achievement Summary

CMS met 2021 state accountability standards in all areas and earned an "A" rating from TEA. Our Winter MAP projections were closely aligned with our STAAR scores. We saw the discrepancy in 7th grade math. Our data indicate that our campus can continue to focus student growth in order to earn the STAAR progress measure for each student. We can also identify strategies to close the achievement gap for our economically disadvantaged students. Our 2022 TELPAS results show that 84% of our students showed growth or maintained proficiency of advanced/advanced high.

Student Achievement Strengths

The 2021 data indicate that our overall student performance was very strong. Our students scored above the state and region in each tested area. 6th grade Math, 7th grade Reading, 8th grade Reading and 8th grade Math STAAR scores exceeded Winter MAP projections. Our Algebra I students excelled with 100 passing the exam and 87% earning Mastery Performance. There were several areas where students excelled earning Mastery level at a high rate: 6th grade Math (36%); 6th grade Reading (38%); 7th grade Reading (52%); 8th grade Reading (53%); 8th grade Science (43%); and 8th grade History (35%).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We did not receive distinctions from TEA for top quartile performance as compared to TEA comparison group schools. **Root Cause:** Inconsistency in data analysis protocols, teacher attendance, and student attendance due to distraction caused by COVID pandemic.

Problem Statement 2: Attendance Rate for school is at 94.1%, which is at the 4th quartile in comparison group. **Root Cause:** Attendance has not traditionally been an area of concern or significant focus in past years.

School Culture and Climate

School Culture and Climate Summary

We have high expectations and are proud of our school culture, and we encourage and celebrate students and teachers for excellence. Some of our celebrations and recognitions include the following:

- Cowboy Tickets: Teachers give Cowboy Tickets to students when they see a student exhibiting traits of the CREED. The principals selects names to read on the announcements.
- CREED Awards-CREED is an acronym for the pillars of our character development program. (Courage, Responsibility, Empathy, Excellence, and Determination) Departments are assigned a quarter to nominate students who will receive CREED awards. Students are recognized quarterly at an awards assembly.
- A Honor Roll-CMS recognizes students in a quarterly “A” Honor Roll Program.
- Cowboy Courier and Kudos - The principal sends a weekly newsletter to staff. During the week, you can send “Kudos” to other staff members.
- Shining Light Award- These awards are given each Monday on morning announcements. The teacher holding the special lantern nominates the next recipient with a quick note about why that teacher is deserving. This note is read on morning announcements.
- Teacher of the Month -students and teachers will select a teacher of the month.
- Celebrations: Staff members may complete the google forms at the bottom of the principal newsletter to send a certificate of recognition to a student or colleague.

Our teachers truly care about our students and build relationships with them. We are a very healthy organization. Our parents are very supportive and our community values our staff and the work we do with students. Our PTO is amazing and supports our campus efforts to educate our students and help maintain positive morale on the campus.

School Culture and Climate Strengths

We have multiple student-initiated clubs for kids to participate in. We have weekly broadcast announcements for all students. We have extended daily advisory time for all students daily where we will focus on character development, digital citizenship, social skills, and organizational skills and we have added academic support this year. Our PTO is very supportive!

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have an awesome staff! Teachers and administrators work together to hire the best teachers and paraprofessional staff for our students, team, and school. We experienced a higher than typical staff turnover in 2022. We hired or accepted transfers for 17 professional staff members. This has impacted our need for quality training and orientation. Fortunately, most of the turnover was "healthy" and the result of family moves or changes in circumstances. All new teachers have a mentor who works closely with them. We provide relevant, meaningful, useful staff development for our teachers as well as personal support for their professional goals.

Staff Quality, Recruitment, and Retention Strengths

Our staff works together to solve issues and remains positive. We have high expectations of each other and hold each other accountable. We do not micro-manage our teachers, rather, we allow them to take risks and celebrate when they succeed, and support them when they fail. We use our leadership team and academic grade level teams to support our hiring practices through a panel interview process. We are proud that teachers who did leave CMS did so for professional growth opportunities or personal circumstances that couldn't be avoided. We work very hard to hire staff who are representative of our student body, and found this to be more challenging in a year of tough hiring competition and a shortage of applicants. We plan to continuously evaluate our retention practices so teachers feel valued and want to stay in our school and profession.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In order to provide the best education possible for all students, the CMS staff is working to continuously build PLC processes, common formative assessment to drive PLCs, and job-embedded PD. Teachers will work together in their professional learning communities to make sure lessons focus on reading, writing, and discussion. Administrators will monitor student data and visit classrooms often to ensure we are holding true to our commitment as a staff. Also, to specifically address narrowing the achievement gap, we have placed students in classes appropriate for their academic and social needs, including ESL cohorts with specially trained teachers. We monitor students individually to address their needs.

Curriculum, Instruction, and Assessment Strengths

Our teams work together to design engaging lessons, using the variety of tools we gain through staff development. We participate in professional development regularly and share learning with colleagues. Our teachers focus on learning objectives and aligned assessments. We are fortunate to have 2 instructional coaches that support teachers and students.

Parent and Community Engagement

Parent and Community Engagement Summary

We invite parents and community to volunteer and be a part of PTO and booster clubs. We have created social media accounts for parents to follow, we update our website regularly, and our teachers send emails to parents. All parents receive a weekly school newsletter. We also use School Messenger to make phone calls home to parents.

Parent and Community Engagement Strengths

We have an awesome PTO and volunteers at Cockrill. We offer our community the opportunity to get involved in PTO, booster clubs, volunteering, and mentoring. We look for multiple ways to involve parents so everyone has a way to get involved that is convenient and comfortable.

School Context and Organization

School Context and Organization Summary

We are very fortunate to have parents that support our school programs and teachers who are innovative and constantly seeking new ways to engage our students. There are multiple ways for students to get involved in CMS through extracurricular activities, clubs, and organizations. We focus our education on the whole child. We know that providing excellent academic programming is at the core of our work, but we also feel that creating a physically, emotionally, and socially safe environment for all students is essential to academic success. We are proud of our Club CREED and many other clubs that engage students within our greater school community. There is a place at CMS for every student to excel.

School Context and Organization Strengths

We provide multiple clubs and organizations so that students feel a sense of community at our school. We encourage the Cowboy CREED, which stands for Courage, Respect, Empathy, Excellence, and Determination. We have so many students in drama, band, choir, and orchestra that we have had to add two portables. We also address various social, character, citizenship, and safety lessons through Club CREED.

Technology

Technology Summary

We are fortunate to have a 1:1 Macbook program for students. We will emphasize a blended learning model of instruction to provide students with meaningful work with and without technology. We want students to create content and be confident learners with technology.

Technology Strengths

Technology has become a daily part of our instructional model. Teachers are provided and are teaching professional development to strengthen our skills and knowledge. Our curriculum has been enhanced annually to include more and relevant ways to incorporate technology.

Priority Problem Statements

Goals





Goal 1: Cockrill Middle School will provide a safe and collaborative environment for the enhancement of student learning.

Performance Objective 1: We will support student development with an emphasis on character development, social skills, safety, and kindness. By the end of the school year, we will have evidence to support that we focused on maintaining positive school culture, sense of belonging, and responsibility. We will foster a positive culture among students and staff that includes recognition and support structures throughout the year.

Evaluation Data Sources: Parent, teacher, and student survey feedback as well as on-going feedback from families.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will develop a sense of community and foster relationships with students through individual conversations, small group activities, and involvement in groups/clubs throughout the building.</p> <p>Strategy's Expected Result/Impact: We want 100% of our students to be involved in a school related activity at some point in the school year.</p> <p>Student attendance will increase and behavioral disruptions will decrease due to high student engagement.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CMS announcements via CNN Broadcast will support the campus goals and enhance school culture.</p> <p>Strategy's Expected Result/Impact: Students will feel ownership in leading initiatives designed to support our campus goals.</p> <p>Staff Responsible for Monitoring: Administrators and teacher sponsor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: We will have pep rally events twice during the year, a Veteran's Day breakfast, Patriot Day, school dance, and school spirit days to build school spirit.</p> <p>Strategy's Expected Result/Impact: Promote school pride and sense of community.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a daily advisory time that provides formal instruction in components of character development and academic success strategies.</p> <p>Strategy's Expected Result/Impact: Full year of curriculum that is consistently implemented across campus.</p> <p>Staff Responsible for Monitoring: Administrators Club CREED curriculum team Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Student intervention meetings every 4-8 weeks (depending on needs) to discuss at-risk students who need alternative behavioral support structures to be successful in the school setting.</p> <p>Strategy's Expected Result/Impact: Reduce office referrals for disruptions to instruction or common areas and provide support to students requiring crisis intervention.</p> <p>Staff Responsible for Monitoring: Administrators RtI Coordinators General teachers serving at-risk students.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: CMS counselors support students in numerous ways. CMS has three counselors and an IMPACT counselor on staff available for students to meet with during the school day. All students have access to a virtual calming room with numerous strategies and activities that can be utilized at school and at home. Counselors provide a monthly newsletter to parents and guardians with information and resources directly related to College/Career Readiness, Suicide Prevention, Healthy Relationships, Character Development, and Drug and Alcohol Prevention. Cockrill provides direct guidance lessons to all students covering a variety of character development topics weekly. Counselors host new student lunch bunch groups to engage our new students.</p> <p>Strategy's Expected Result/Impact: Students engage with teachers and peers appropriately in school while having the social and emotional support necessary for success in school.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Cockrill Middle School will provide a safe and collaborative environment for the enhancement of student learning.

Performance Objective 2: Parents will have multiple opportunities to be informed and involved in CMS.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will receive communication through a variety of tools. (School Messenger, weekly principal newsletter, monthly counselor, teacher emails, phone calls, text messages, REMIND notices, weekly newsletters, social media, and the CMS website.</p> <p>Strategy's Expected Result/Impact: Parents will feel informed and have the tools necessary to be involved.</p> <p>Staff Responsible for Monitoring: Administrative team and media resource specialist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will be invited to attend extracurricular and student recognition through fine arts, athletics, parent education, and clubs/organizations throughout the year. Students are recognized in honor roll ceremonies, NJHS induction, character awards, etc.</p> <p>Strategy's Expected Result/Impact: Parental support of the school and students.</p> <p>Staff Responsible for Monitoring: CMS Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Our PTO is an active organization and parents are encouraged to be involved through various volunteer opportunities.</p> <p>Strategy's Expected Result/Impact: Parents support the school and are active members of the school community.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: CMS will provide parent education through the monthly counselor newsletter that includes helpful resources and information to support parents during the middle school years.</p> <p>Strategy's Expected Result/Impact: Provide parents with tools, resources and strategies to support students at home and strengthen our partnership with the community.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: Cockrill Middle School will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: We will increase the number of students meeting or exceeding their projected growth measure in each grade level.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate and continually improve instruction. Teachers will meet as collaborative teams to design weekly, quarterly and yearly plans. Tuesday will be a designated planning day across the campus. They will work within departments as well as in cross-curricular groups to ensure core skills are taught deeply.</p> <p>Strategy's Expected Result/Impact: Rigorous lesson plans and effective PLC processes in place to support professional practice.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MAP will be used to assist teachers and administrators in identifying learning growth, achievement gaps, learning regression, and planning for targeted instruction.</p> <p>Strategy's Expected Result/Impact: MAP Data</p> <p>Staff Responsible for Monitoring: Administrative team, teacher leadership team</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate clear learning objectives, ELPS, repeated guided practice, frequent checks for understanding, and common formative assessments into lessons.</p> <p>Strategy's Expected Result/Impact: Effective communication and common practices within the school to promote student learning.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Focus on collaborative learning structures, cross-curricular learning, blended learning, and data-driven small group instruction in every classroom.</p> <p>Strategy's Expected Result/Impact: Effective cross curricular design and common practices within the school to promote student learning.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will evaluate 2022 STAAR progress measure for each student. These students will be placed in growth/performance quadrants for data review and intervention planning.</p> <p>Strategy's Expected Result/Impact: Each student will earn a .5 or 1 STAAR progress measure score.</p> <p>Staff Responsible for Monitoring: Core teachers, instructional coaches, administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will utilize standards-based resources that are student-specific and target areas of needed growth for individual students. (Imagine MyPath, Imagine Math, Apex, quick checks, CFA's)</p> <p>Strategy's Expected Result/Impact: Students meet targeted growth measures on MAP and each student will earn a .5 or 1 STAAR progress measure score.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will utilize MISD quick check data in reading and math to make informed decisions regarding student intervention.</p> <p>Strategy's Expected Result/Impact: Students meet targeted growth measures on MAP and each student will earn a .5 or 1 STAAR progress measure score.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Each content team will develop an action plan with specific team goals to improve student learning and foster individual growth.</p> <p>Strategy's Expected Result/Impact: Teachers will track data to understand student learning needs.</p> <p>Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Students will participate in academic support during the school-wide advisory team each week. This will be targeted to meet the specific needs of individual students.</p> <p>Strategy's Expected Result/Impact: Students meet targeted growth measures on MAP and each student will earn a 1 or 2 STAAR progress measure score.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 2: Cockrill Middle School will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: We will reduce the achievement gap for economically disadvantaged, ELL, and special education students.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Place students in classes appropriate for their academic and social needs while maintaining the least restrictive instructional setting for students.</p> <p>Strategy's Expected Result/Impact: Alignment of instructional materials, personnel resources, and curriculum to meet unique needs of all learners.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will conduct data meetings every 6-9 weeks for each content team. Core content ESL teachers will meet in data meetings to discuss ELL performance and instructional strategies. GT teachers will meet quarterly to discuss curriculum and students' needs.</p> <p>Strategy's Expected Result/Impact: We will know how every student is performing and be able to plan according to their needs.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize MTSS processes and employ intervention strategies to identify and support struggling students.</p> <p>Strategy's Expected Result/Impact: Data will support that intervention strategies are appropriately designed and implemented.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Each grading period the counselors and assistant principals meet to discuss students who are on the failure list.</p> <p>Strategy's Expected Result/Impact: Improved support (professional development) for teachers who are teaching ELL students based on data driven decision making.</p> <p>Staff Responsible for Monitoring: Administrators, counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will use data to inform their small group instruction in their lesson plans for their classes, as well as the after school mandatory tutoring. Teachers have a set group of students they are working with based on heat maps from previous year STAAR results, and campus data from QCAs.</p> <p>Strategy's Expected Result/Impact: Increased student growth for all students as they receive relevant intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: We will retain and organize and grow our AVID site team in how members participate and submit documentation for hours and CCI data.</p> <p>Strategy's Expected Result/Impact: Campus-wide ownership of AVID documentation as well as evidence of learning and understanding of AVID strategies and philosophy.</p> <p>Staff Responsible for Monitoring: Administrators, AVID coordinator, team leaders</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: We will utilize campus-wide AVID strategies to support all learners. Students will use Costa's questions in their collaborative structures and focused notes a minimum of once per quarter. Students and families will be introduced to the financial aid and college planning processes through daily advisory and parent communication. Each week, during advisory time, students will check grades, set, goals, and implement various AVID structures throughout the entire year to support the CCI. Our school will work towards meeting the standards of an AVID demonstration school, which will require high academic standards and performance for our students as well as evidence of minimizing the achievement gaps among student groups. WICOR and AVID structures of inquiry, such as socratic seminars and philosophical chairs, in 90-100% of content areas will occur at least once in the school year.</p> <p>Strategy's Expected Result/Impact: Students will develop strategies to support their study skills.</p> <p>Staff Responsible for Monitoring: Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: At least 50% of AVID elective students will have the intent to take pre-collegiate exams by the end of 9th grade.</p> <p>Strategy's Expected Result/Impact: All students will participate in vertically aligned lessons in the advisory period, where the exams are introduced, explained, modeled, and practiced.</p> <p>Staff Responsible for Monitoring: AVID teacher, core content teachers, administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: We will prioritize students' needs and use CREED time to provide appropriate academic support as appropriate. (HB 4545)</p> <p>Strategy's Expected Result/Impact: Students will receive mandated intervention during the school day to increase participation and effectiveness.</p> <p>Staff Responsible for Monitoring: Teachers selected for intervention courses and administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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: Cockrill Middle School will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: We will engage in relevant professional development that aligns with our campus and district goals.

Evaluation Data Sources: Eduphoria Records

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive training in the following areas: High Reliability Schools: MISD Model of Instruction (MOI) Discipline with Dignity Book Study Whole Child Development: (AVID structures, Jennifer Akins presentation, financial literacy, study habits, character development, social skills instruction, classroom management) Collaborative Learning Structures: (AVID, Kagan, Lead4ward) Cross-Curricular Design: (short answer response, effective quick writes, and writing for meaning) The 4 core secondary content coordinators with MISD will also provide PD to core teachers. Blended Learning: (Rigor, tech integration for creating meaning, tech tools, Canvas) Small Group Instruction (data-informed intervention and strategies, common formative assessments) Academic Vocabulary/EL Support (Seidlitz, EL data meetings, EL teacher cohorts) Jon Gordon Positive Leadership Building Thinking Classrooms Aware Data Tracking Tools</p> <p>Strategy's Expected Result/Impact: Real-time, relevant PD that meets the individual needs of teachers. Training will focus on maintaining our campus instructional focus areas which align to the MISD model of instruction.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher-led PD and collaboration will foster professional growth among all staff members. Strategies such as learning walks, teacher-initiated PD, lunch and learn sessions, etc will occur throughout the year. Systems will be in place to facilitate learning, which will include: Design Days for data meetings, learning walks, and extended planning Leadership Meetings-organization of systems, prioritize campus activities, focus on goals, leadership skills development Grade Level Meetings- cross-curricular, advisory curriculum, data analysis Department Meetings-Content PD, content specific data analysis Faculty meetings- PD for campus and district goals and showcase best practices occurring across the campus.</p> <p>Strategy's Expected Result/Impact: Real-time, relevant PD that meets the individual needs of teachers and helps all teachers and staff members develop professionally.</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The CMS leadership team, which includes representatives from each team/department on campus, will complete a book study. "Blended Learning in Action"</p> <p>Strategy's Expected Result/Impact: Teachers gain knowledge and skills necessary to meet the educational needs of students while effectively utilizing technology tools available.</p> <p>Staff Responsible for Monitoring: Principal and instructional coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will host guest speakers. Jennifer Akins: Focus on educating the whole child and analysis of community demographics and changes. Content Coordinators: Standards revisions, curriculum writing, and assessments</p>	Formative			Summative
	Nov	Jan	Mar	June

R-!0 Representatives: Aware data tracking
Ryan Smith: Focus on middle school years and brain development
Strategy's Expected Result/Impact: Teachers gain knowledge and skills necessary to meet the needs of every student.
Staff Responsible for Monitoring: Principal

ESF Levers:
Lever 1: Strong School Leadership and Planning

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 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: CMS will promote social and emotional learning (SEL) and character education through the continued implementation of the MISD Lives Kind initiative to foster the development of students and enhance our learning community.

Performance Objective 1: Align our work with MISD efforts to promote diversity and equity.

Evaluation Data Sources: Student involvement measures and student feedback





Strategy 1 Details	Reviews			
<p>Strategy 1: Allow for diverse opportunities for students to participate in clubs and organizations. Strategy's Expected Result/Impact: Students have diverse opportunities to be involved in school clubs. Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Allow students and established student groups to work with teachers in planning cultural recognitions and celebrations on campus. (Ex: Hispanic Heritage Month, Diversity Month, African American Heritage Month, etc) Strategy's Expected Result/Impact: Students learn historical perspectives of diverse cultures and have a voice in designing the learning opportunities. Staff Responsible for Monitoring: Administrators and staff sponsors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize our student advisory panel to explore student perceptions of the CMS student experience and hear ideas for fostering continuous improvement. Strategy's Expected Result/Impact: Administrators and counselors will receive feedback about student perceptions and ideas to promote possible future initiatives. Staff Responsible for Monitoring: Administrators and Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Parents and students will be invited to participate in an annual bullying survey.</p> <p>Strategy's Expected Result/Impact: Awareness of student and community needs in order to plan appropriate intervention and preventative strategies.</p> <p>Staff Responsible for Monitoring: Administrators and Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: CMS will promote social and emotional learning (SEL) and character education through the continued implementation of the MISD Lives Kind initiative to foster the development of students and enhance our learning community.

Performance Objective 2: We will promote social and emotional development and character education.

Evaluation Data Sources: Student and parent surveys
 Teacher Feedback
 Office Referral Data
 Counselor Referral Data
 MHCRT Referral Data

Strategy 1 Details	Reviews			
<p>Strategy 1: We will offer an advisory course daily that focuses on developing social skills and character education.</p> <p>Strategy's Expected Result/Impact: Student Surveys Teacher Feedback Parent Feedback</p> <p>Staff Responsible for Monitoring: CREED curriculum team, administrators, counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: We will collaborate with school counselors to provide a QR code for student counseling requests and crisis counseling, partner with Children's Hospital to provide virtual counseling, conduct threat assessment meetings, and give students and parents access to TIP411.</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%			
Strategy 3 Details	Reviews			
<p>Strategy 3: We utilize teacher leadership to write our character development and SEL lessons based on research as well as students' needs and interests. Counselors support the teams with resources and guidance.</p> <p>Strategy's Expected Result/Impact: Teacher buy-in to lessons. Lessons align with student needs in real-time.</p> <p>Staff Responsible for Monitoring: CREED writing team, administrators, counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				