

Fort Bend Independent School District
Crockett Middle School
2024-2025 Campus Improvement Plan



Mission Statement

FBISD Mission

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Maverick Mission

The learning community of David Crockett Middle School, strives to provide opportunities to empower students to reach their highest potential.

Vision

FBISD Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate. A FBISD Graduate has a rigorous academic foundation, strong character, and is equipped with the skills for life, a servant leader, an effective communicator, a critical thinker, a compassionate citizen, a collaborative team member, and a life-long learner.

Maverick Vision

BRAND yourself...MAVERICK MADE, MAVERICK PROUD!

DCMS Faculty and Staff

Be Excellent on Purpose

Respect and embrace diversity

Achieve Self-Efficacy

Nurture a Growth Mindset

Develop Grit to reach potential

DCMS Student Body

Be a Model Maverick

Respect others

Always believe in yourself

Never stop learning

Don't ever give up

Value Statement

DCMS core values focus on Care, Commitment, and Trust.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

David Crockett Middle School (DCMS) is a FBISD middle school serving students in grades 6 through 8. We service the Bradford Park, Park at Mission Glen, Twin Oaks, Grand Mission, West Oaks, and Great Oaks neighborhoods. DCMS has a feeder pattern of elementary schools that include Juan Seguin ES, Barbara Jordan ES, James Patterson ES, and Mission West ES. Furthermore, DCMS feeds directly to George Bush High School.

David Crockett Middle School is continuing to experience an overall growth in number of students over the last three years. Since the 2023-2024 school year, DCMS has an increased enrollment resulting from district boundary changes that include 100% of Patterson ES that is zoned to Crockett Middle School. David Crockett MS has been trending steadily with respect to ethnic distribution; and, the three to five year trend predicts an increase in total student population. Over the past 3 years, the change in percentages among the ethnic groups has remained mostly flat with ethnic population percentages fluctuating up and down 2-4% within each sub population. Socioeconomically speaking, our economically disadvantaged student group has increased slightly as we entered the 2023-2024 school year. Student mobility rates have decreased some, at a rate that is lower than the district average and less than the state average. DCMS had no dropouts or migrant students for the 2023-2024 school year.

The DCMS teaching staff is 47.1% African American, 15.7% Hispanic, 24.3% Anglo, 12.9% Asian, and 2.4% two or more races. 69.5% hold bachelor's degrees while 30.5% hold master's degrees. DCMS has 4 highly qualified administrators with 75% holding masters degrees and 25% holding doctorate degrees. The ethnic and gender breakdown of the staff does not mirror that of the ethnic breakdown of the student population. This stands in contrast from the student ethnicity breakdown in several areas including a larger disparity in the percentage of male and female staff members and in the under representation of Hispanic teachers of 15.7% compared to our Hispanic student population of 35.6%.

The teaching staff is 32% male and 68% female whose cumulative experience break down as 40.9% of the staff have five years or less of experience, 15.2% have between 6 and 10 years experience, 32.2% have 11-20 years experience, and 12.0% have over 20 years teaching experience. One hundred percent of the teaching and paraprofessional staff are Highly Qualified, as mandated by No Child Left Behind. DCMS averages 16.1 students per teacher compared to a 22:1 student per teacher FBISD average and a 17:1 student state average.

We are very proud of the work we are doing to retain teachers.

For the 2022-2023 school year, 25+ staff vacancies had to be filled. This included the addition of a new principal and associate principal. For the 2023-2024 school year, 18 staff vacancies had to be filled. These vacancies were due to staff members resigning and 7 additional FTEs received due to increased enrollment. For the 2024-2025 school year, 11 staff vacancies had to be filled.

The charts below provide information regarding our school population, student demographics, special education services, student programs and student indicators.

School Population	Count	Percent
Student Total	1,284	100%
6th Grade	419	32.63%
7th Grade	430	33.49%
8th Grade	435	33.88%

Student Demographics	Count	Percent
Gender		
Female	624	48.60%
Male	660	51.40%
Ethnicity		
Hispanic-Latino	416	32.40%
Race		
American Indian - Alaskan Native	14	1.09%
Asian	227	17.68%
Black - African American	516	40.19%
Native Hawaiian - Pacific Islander	0	0.00%
White	80	6.23%
Two-or-More	31	2.41%

Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	23	12.64%
Auditory impairment	2	1.10%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	17	9.34%
Emotional disturbance	15	8.24%
Learning disability	80	43.96%
Speech impairment	8	4.40%
Autism	37	20.33%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	5	2.75%
Homebound	1	0.55%
Hospital Class	0	0.00%
Mainstream	64	35.16%

Special Education Services	Count	Percent
Resource Room	83	45.60%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	3	1.65%
Self Contained	26	14.29%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Student Programs	Count	Percent
Dyslexia	76	5.92%
Gifted and Talented	24	1.87%
Regional Day School Program for the Deaf	1	0.08%
Section 504	47	3.66%
Special Education (SPED)	182	14.17%
Bilingual/ESL		
Emergent Bilingual (EB)	426	33.18%
Bilingual	0	0.00%
English as a Second Language (ESL)	373	29.05%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	39	3.04%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	9	0.70%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	802	62.46%
Foster Care	9	0.70%
IEP Continuer	0	0.00%
Immigrant	34	2.65%
Intervention Indicator	87	6.78%
Migrant	0	0.00%
Military Connected	25	1.95%
Transfer In Students	3	0.2336%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	916	71.34%

Student Indicators	Count	Percent
Free Meals	800	62.31%
Reduced-Price Meals	116	9.03%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	9	0.70%
Shelter	0	0.00%
Doubled Up	7	0.55%
Unsheltered	0	0.00%
Hotel/Motel	2	0.16%
Not Unaccompanied Youth	4	0.31%
Is Unaccompanied Youth	5	0.39%

As it relates to discipline data, for the 2023-2024 school year, we saw an overall decrease in discipline offenses, going from 2318 for the 2022-2023 school year to 2023 for the 2023-2024 school year. In-School Suspensions (ISS) decreased from 193 in 2022-2023 to 141 in 2023-2024, and Out-of-School Suspensions went from 84 in 2022-2023 to 63 for the 2023-2024 school year.

For the 2023-2024 school year, we also increased the number of opportunities students had to participate in fun events, in celebration of their positive behavior.

Please see the 2023-2024 Discipline Data information that has been included in the addendum. We are very proud of our progress in these areas, but we also recognize that continued improvement is needed.

Demographics Strengths

For the 2023-2024 school year, DCMS experienced an increase in enrollment. The weekly student attendance rate tends to range from 95%-96%.

Diversity is a strength for the DCMS community. This diversity exposes the students, staff, and DCMS community as a whole, to many meaningful experiences. Additionally, the DCMS faculty and staff enjoy positive team and teacher-student interactions, and genuinely enjoy each other and working together.

We anticipate that staff vacancies will continue to trend downward for the 2024-2025 school year, as evidenced by admin survey results for the 2023-2024 school year.

- MOY Admin Survey Results (See addendum)
- EOY Admin Survey Results (See addendum)

Problem Statements Identifying Demographics Needs

Problem Statement 1: For the 2023-2024 school year, discipline offenses (including ISS & OSS) decreased overall for DCMS when compared to the previous school year. However, when looking at the breakdown of the ISS data per grade level, while 7th and 8th grade saw a decrease in numbers, 6th grade ISS numbers increased from 16 in the 2022-2023 school year to 57 in the 2023-2024 year. **Root Cause:** The administrator for the grade level changed. There was a lack of visibility from the administrator in the first few months of school. The morning and lunch time reminders for excellence and celebrations that students received 3-5 times a week did not occur. Behavior SSTs did not occur until the Spring Semester. The frequency of admin-led grade level team meetings decreased.

Student Learning

Student Learning Summary

There has been a steady increase in positive student performance, as evidenced by:

- BOY, MOY & EOY REN 360 data
- Potential TELPAS reclassification increases of 10% or more (LPAC discussions/pending STAAR performance data)
- SST discussions & determinations
- Progressions in CST data and walk through information
- Preliminary 2024 STAAR data shows Crockett performing on level with the District and State, or slightly above in some areas

See attached 2023-2024 DCMS STAAR Data.

Student Learning Strengths

There has been a steady increase in positive student performance, as evidenced by various assessment data including but not limited to BOY, MOY & EOY REN 360 data, STAAR Data, etc.

SST discussions were held quarterly and supported teachers in making student-centered decisions about instruction. SSTs had not occurred in 3+ years, prior to the 2022-2023 school year.

LPACs were held in accordance with compliance standards during the 2023-2024 school year, and assisted teachers and admin in ensuring that the needs of our ESL students were being met with greater fidelity. We are on the correct track, as prior to the 2022-2023 school year, LPACs had not occurred for 5+ years. In light of the work we are doing via LPACs, coaching and mentoring by our ESL specialist, etc., we anticipate an increase of 10% or more, of students reclassifying once STAAR scores come in.

SSTs & LPAC meetings provided information about teaching practices that impacted some of our most vulnerable student populations (SPED, LEP, At Risk & African American). As a result, we incorporated more professional learning opportunities for teachers, as evidenced by our professional development & faculty meeting agendas.

Progressions in CST data and walk through information showed greater implementation and adherence to the instructional model, along with increased rigor in instruction, when comparing data from the first and second learning walk of the 2022-2023 year.

Students are taking greater ownership of behavior. Evidence indicating that students are taking greater ownership of behavior can be observed by adherence to behavioral expectations, routines and procedures. Skyward Discipline data, positive behavior referrals and goal setting documentation from grade level counselors support this strength.

Overall, the majority of our students performed positively on the 2024 STAAR test. While there continues to be room for improvement, especially as it relates

to academic growth & achievement from our SPED demographic, the gains made in the areas of Meets, Masters and Algebra EOC, make us very proud of the work we are doing.

See attached 2023-2024 DCMS STAAR Data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While there were gains made in various areas, as it relates to the percentage of students performing at Meets & Masters, overall STAAR scores in 6th Grade -7th Grade ELA & Math were lower than the STAAR scores in 8th Grade ELA & Math ELA, as evidenced by 2024 DCMS STAAR data. We also experienced a decrease in student achievement in the areas of Science & Social Studies. **Root Cause:** There were two uncertified teachers providing 6th grade Math & ELA instruction and there were significant behavior challenges. 7th grade students received inconsistent instruction from a plethora of subs during their 6th & 7th grade school year, as teacher absenteeism was high in this grade. The students in 8th grade historically performed low, as evidenced by their 6th-7th grade STAAR data.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction: DCMS adheres to the FBISD expectations for curriculum and instruction.

Professional Development: PD has been focused on Clarity in Instruction/AVID, PBIS, SEL and PLC.

Campus Book Study: Teach Like a Champion 3.0

Leadership & decision-making process: We conduct weekly admin team and counseling team meetings. Faculty meetings and Leadership team meetings (with department heads) occur monthly. CPAC meetings took place quarterly.

Scheduling: For the 2024-2025 school year, we really looked at staffing, class numbers and overall needs when determining placement of teachers. As a result, we added an additional teacher to solely support Literacy Labs for grades 6-8 and Math Labs for grades 6-8. In light of the 2024 STAAR data, we believe the students and teachers will benefit from this.

Support Services: We are fully staffed in the area of ESL and in most SPED classes. Additionally, we will be utilizing our ESL Specialist to continue to coach and model lessons and also conduct a TELPAS 2025 camp for students, while continuing to educate teachers as well, in best practices for our EB's. As it relates to SPED, at this time we have all SPED teacher vacancies filled with certified SPED teachers. This was not the case for the 2023 school year. We had a number of subs in teacher and para positions. As a result, we believe our students and colleagues will experience the positive benefits of this.

Communication: Occurs on a weekly+ basis with faculty & the community, via the Friday Update (staff), and DCMS Newsletter (community) that goes home each Friday. Teachers also send newsletters home. Teachers are made aware of campus happenings on a weekly basis, by way of the Friday update.

Extracurricular/co-curricular opportunities: We have Robotics, PALS, NJHS, and a number of other clubs led by teachers, like Dungeons & Dragons and Math Counts, as evidenced by our monthly club roster.

School Processes & Programs Strengths

Curriculum & Instruction: DCMS teachers participated in regularly held PLCs.

Professional Development: By the Spring semester, teacher leaders, not admin, were leading various professional development sessions.

Leadership & decision-making process: Prior to the 2022-2023 school year, as evidenced by teacher feedback (verbal and written via campus survey), the following meetings did not occur regularly, or at all: faculty meetings, LPACs, SSTs, focus groups, parent meetings, CPAC, admin team, counseling team, leadership team. For 2023-2024, DCMS had:

- 8 Faculty Meetings
- 4 LPAC Meetings (1 more than was needed. With blessings from the FBISD multilingual department, we conducted a BOY LPAC focused on failing

grades, etc. This benefitted the LPAC team because DCMS had not had an LPAC in several years. As a result, our teachers and students experienced positive gains, from the insight we gathered about instructional strengths and deficits. Truly a positive experience and our LPAC parent was wonderfully engaged and invested. Another win in fostering and nurturing positive partnerships with the community.)

- 3 SSTs (This process was a challenge to work through, however, once teachers experienced the benefits of the entire village -counselors, admin, ESL teachers, Registrar, attendance clerk, social worker, etc., all involved in helping the do all that is required to move students in a positive direction, no more encouragement was needed. Unfortunately, SSTs did not occur in February-May of 2024 due to heavy testing and the sudden death of our CAC. As a result, the campus absorbed his many other responsibilities related to STAAR testing, leaving no time for the SSTs of the Spring Semester to occur.
- Admin Team/Counseling Team Meetings: These occurred every other week for the 2023-2024 school year, and we experienced no more than 5-7 cancellations or reschedules for the entire year. The counseling team and assistant principals shared that these meetings were crucial to them doing their work more efficiently and effectively. Prior to 2022-2023, they had not had consistent meetings as such.

Scheduling: We continue to experience the positive impacts of the scheduling change that took place in January 2023 positively impacted class sizes and made for an environment that was more conducive to facilitating meaningful learning experiences. By February of 2023, the teachers who had mentioned quitting, due to large class sizes, no longer wanted to do so. For 2024-2025, we have carried on the very reflective and proactive approach to scheduling that we put in place in January 2023...being mindful of teacher strengths and needs, and the academic and behavioral needs of our students. We have partnered with our feeder pattern campuses to learn more about our incoming 6th grade students...those things that challenge them and the strengths they will bring to our campus, and we are scheduling them accordingly. We have done the same with our 7th and 8th grade students too. In our August campus PD, we plan to engage teachers in vertical teaming experiences that will support students academically and behaviorally.

Communication: Occurs on a weekly+ basis, via the DCMS Newsletter that goes home each Friday. Teachers also send newsletters home. Teachers are made aware of campus happenings on a weekly basis, by way of the Friday update. In addition to making teachers aware of all that is taking place, they also contribute to the newsletter. They submit important information they need parents to receive, outside of their own newsletters. The newsletter also gave parents greater insight about who various members of our teachers were, by way of the Spotlight on DCMS section. Our counselor, Mr. Daniels, was spotlighted one day and he shared how a student came up to him and asked him how his volleyball game had gone. Yes...we sent the newsletter to student too:).

Our Fine Arts, Kick Start and Robotics students earned many accolades and awards for 2024-2025, as evidenced by UIL, District and State information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While we made wonderful gains in the SST process in the 2022-2023 school year, DCMS did not conduct SSTs with consistency and depth in the 2024 Spring semester. Because of this, crucial conversations about academic and behavioral needs of students, did not occur with the consistency in which they had the previous year or during the Fall semester. **Root Cause:** In 2022-2023, SSTs were led by the new principal, who then turned it over to the CAC for the 2023-2024 school year. A high volume of tests and the time frame that the testing occurred in, along with the unexpected death of our CAC in April, impacted the consistency on SSTs in the Spring semester.

Perceptions

Perceptions Summary

DCMS is diligent in creating an environment that is focused on its core values of "Care, Commitment & Trust". Some of the manners in which we exhibit our core values are:

Maintaining high levels of communication with our teachers, students & community by way of our weekly newsletter. We utilize twitter to share the great things happening in our school community by our teachers, students and parents.

DCMS unfortunately does not have high levels of parent engagement. However, we include volunteer opportunities and make those visible to parents on a weekly basis via our weekly newsletter. Parents can also learn about volunteer opportunities by visiting the website and seeing our marquee.

In addition to our steadfast attention to academics and SEL needs, we are focused on maintaining the highest level of safety. All required drills took place monthly and campus reports were completed and shared with the District. After every drill, we share noticing's and work together as thought partners to determine what could be done different or better to enhance our safety drill procedures. In addition to our monthly safety drills, all District and state safety audits were passed with a score of 100%.

Our overall Student, Parent & Staff Engagement surveys show a large number of gains in various areas. While we recognize that there is always room for improvement, we are very proud of the work we are doing. As a result, we have been able to retain teachers at a higher percentage rate over the past two years, and our student engagement survey results have gone up in a number of areas.

Perceptions Strengths

Some of our strengths are:

Staff Engagement Survey results

91%+ of staff members feel the campus principal...

- Listens attentively to understand their needs
- Supports a positive campus climate
- Interacts with students and staff in a respectful and professional way

80%+ of staff members feel the campus principal...

- Treats them with respect
- Appears to have a strong understanding of instruction
- Supports them in their work with students by providing clear goals and expectations
- Is approachable
- Often recognizes teachers for a job well-done
- Communicates effectively and in a professional manner
- Addresses discipline and safety issues in a timely and equitable manner
- Address parent concerns fairly and with consistency

Student Engagement Survey

- 83% of students agreed or strongly agreed that their school helps them develop or learn about treating people with respect.
- 88% of students have a desire to get good grades
- 86% of students have a desire to succeed in the world outside of school.
- 80% take pride in the quality of their school work
- 80% had opportunities to work with other students on projects or assignments
- 89% feel they have the skills and ability to complete their work
- 85% feel they put forth a great deal of effort when doing school work
- 89% say they go to school to graduate and eventually go to college
- 87% share that they go to school to learn skills to get a job
- 81% feel that the school emphasizes the importance of understanding information and ideas from class

**There were positive gains made in all but 5-7 areas of the survey.

Parent Climate & Culture Survey Results

- 83% of parents feel there is a teacher, counselor, or other staff member to whom a student can go to for help with a school problem
- 85% of parents feel that staff members and families treat each other with respect
- 85% of parents feel they are kept informed by the school about school/district sponsored activities, such as tutoring, after-school programs, parent workshops, and student performances.
- 85% of parents feel that they are kept informed about their child's grades and academic progress
- 83% of parents feel the school's learning standards and expectations are clearly explained to students.

Teacher Retention Rates

For the 2022-2023 school year, 25+ staff vacancies had to be filled. This included the addition of a new principal and associate principal. For the 2023-2024 school year, 18 staff vacancies had to be filled. These vacancies were due to staff members resigning and 7 additional FTEs received due to increased enrollment. For the 2024-2025 school year, 11 staff vacancies had to be filled.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In accordance with the 2023-2024 Climate & Culture survey, 28% of DCMS campus-based staff feel that students are excited to go to school.

Root Cause: Challenging student behaviors could lead to staff feeling that students are not excited to go to school.

Problem Statement 2: In accordance with the 2023-2024 Climate & Culture survey, 28% of parents feel that teachers give timely and appropriate communication about student work. 28% feel there is frequent two-way communication between school staff and families. **Root Cause:** All contact information may not be correct in Skyward. Communication in more varied forms may be needed.

Priority Problem Statements

Problem Statement 1: In accordance with the 2023-2024 Climate & Culture survey, 28% of DCMS campus-based staff feel that students are excited to go to school.

Root Cause 1: Challenging student behaviors could lend way to staff feeling that students are not excited to go to school.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: While we made wonderful gains in the SST process in the 2022-2023 school year, DCMS did not conduct SSTs with consistency and depth in the 2024 Spring semester. Because of this, crucial conversations about academic and behavioral needs of students, did not occur with the consistency in which they had the previous year or during the Fall semester.

Root Cause 2: In 2022-2023, SSTs were led by the new principal, who then turned it over to the CAC for the 2023-2024 school year. A high volume of tests and the time frame that the testing occurred in, along with the unexpected death of our CAC in April, impacted the consistency on SSTs in the Spring semester.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: While there were gains made in various areas, as it relates to the percentage of students performing at Meets & Masters, overall STAAR scores in 6th Grade -7th Grade ELA & Math were lower than the STAAR scores in 8th Grade ELA & Math ELA, as evidenced by 2024 DCMS STAAR data. We also experienced a decrease in student achievement in the areas of Science & Social Studies.

Root Cause 3: There were two uncertified teachers providing 6th grade Math & ELA instruction and there were significant behavior challenges. 7th grade students received inconsistent instruction from a plethora of subs during their 6th & 7th grade school year, as teacher absenteeism was high in this grade. The students in 8th grade historically performed low, as evidenced by their 6th-7th grade STAAR data.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2025, Crockett Middle School will observe an increase in strategic instruction in Math, Reading, Science and Social Studies by focusing on Clarity in our PLC Actions, as evidenced through the indicators of success.

High Priority

Indicators of Success: Math STAAR 2025 results

RLA STAAR 2025 results

Social Studies STAAR 2025 results

Science STAAR results

2024-2025 MAP Data

PLC Meeting Summary documents

Pre/Post Assessment Data

Formal & Informal Walkthrough Data

Summer School Data

Strategy 1 Details	Reviews			
<p>Strategy 1: 8th Grade Social Studies teachers will develop meaningful learning experiences utilizing the four critical questions of a PLC to increase rigor of the lesson through differentiated instructional strategies based on data driven decisions, with specific focus on our lowest performing standard on STAAR 2024; History 3: Government & Citizenship- The student will demonstrate an understanding of the role of government and civic process on historical issues & events.</p> <p>Strategy's Expected Result/Impact: By August 2024, all teachers will gain insight about STAAR performance results and work with their department head and administration to develop a plan to address successes and challenges in student growth and achievement.</p> <p>By September 2024, Social Studies teachers will utilize STAAR & other assessment data to guide instructional decisions through PLC actions that move toward positively impacting student achievement and growth.</p> <p>By December 2024, DCMS Social Studies teachers will routinely use multiple data points from STAAR, grades, and Pre/Post assessments, etc., to develop instructional strategies that are rigorous and differentiated to meet the needs of each individual student.</p> <p>By February 2025, all Social Studies teachers will use MAP data, Pre and Post assessment data etc., to streamline instruction to meet the individual needs of students.</p> <p>By June 2025, DCMS will witness a 5% increase in the percentage of students at Meets, and Masters in Social Studies on STAAR Social Studies 2025</p> <p>Staff Responsible for Monitoring: Teachers, Department Heads & Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: All core content teachers will participate in GT professional development to target individualized instruction to address GT learning plans which will be at 100% completion.</p> <p>Strategy's Expected Result/Impact: By October 2024, all GT Learning Plans will be entered by teachers of record (TOR) for both identified subjects.</p> <p>By December 2024, all sixth-grade students will record progress on the Texas Performance Standards Project of their choice.</p> <p>By February 2025, all sixth-grade students will submit a presentation proposal for the Texas Performance Standards Project they have done.</p> <p>There will be an increase in individual student progress on GT Learning Plans.</p> <p>Staff Responsible for Monitoring: GT Administrator, GT COG, GT Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 8th Grade Science teachers will develop meaningful learning experiences utilizing the four critical questions of a PLC to increase rigor of the lesson through differentiated instructional strategies based on data driven decisions, with specific focus on our lowest performing standards on STAAR 2024; SC 3: Earth & Space-The student will demonstrate understanding of components, cycles, patterns and natural events of Earth & Space Systems and SC2: Force, Motion & Energy-The student will demonstrate an understanding of force, motion, and energy and their relationship.</p> <p>Strategy's Expected Result/Impact: By August 2024, all teachers will gain insight about STAAR performance results and work with their department head and administration to develop a plan to address successes and challenges in student growth and achievement.</p> <p>By September 2024, Science teachers will utilize STAAR & other assessment data to guide instructional decisions through PLC actions that move toward positively impacting student achievement and growth.</p> <p>By December 2024, DCMS Science teachers will routinely use multiple data points from STAAR, grades, and Pre/Post assessments, etc., to develop instructional strategies that are rigorous and differentiated to meet the needs of each individual student.</p> <p>By February 2025, all Science teachers will use MAP data, Pre and Post assessment data etc., to streamline instruction to meet the individual needs of students.</p> <p>By June 2025, DCMS will witness a 5% increase in the percentage of students at Meets, and Masters in Science on STAAR Science 2025</p> <p>Staff Responsible for Monitoring: Teachers, Admin & Department Heads.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 6th-8th Grade ELA teachers will develop meaningful learning experiences utilizing the four critical questions of a PLC to increase rigor of the lesson through differentiated instructional strategies based on data driven decisions, with specific focus on our lowest performing standard on STAAR 2024; R2: Writing, Revising & Editing-The student will revise and edit a variety of texts from various genres.</p> <p>Strategy's Expected Result/Impact: By August 2024, all teachers will gain insight about STAAR performance results and work with their department head and administration to develop a plan to address successes and challenges in student growth and achievement.</p> <p>By September 2024, ELA teachers will utilize STAAR & other assessment data to guide instructional decisions through PLC actions that move toward positively impacting student achievement and growth.</p> <p>By December 2024, DCMS ELA teachers will routinely use multiple data points from STAAR, grades, and Pre/Post assessments, etc., to develop instructional strategies that are rigorous and differentiated to meet the needs of each individual student.</p> <p>By February 2025, all ELA teachers will use MAP data, Pre and Post assessment data etc., to streamline instruction to meet the individual needs of students.</p> <p>By June 2025, DCMS will witness a 5% increase in the percentage of students at Meets, and Masters in Reading on STAAR RLA 2025</p> <p>Staff Responsible for Monitoring: Teachers, Admin & Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: 6th-8th Grade Math teachers will develop meaningful learning experiences utilizing the four critical questions of a PLC to increase rigor of the lesson through differentiated instructional strategies based on data driven decisions, with specific focus on our lowest performing standards on STAAR 2024.</p> <p>6th Grade: M1: Numerical Representations & Relationships and M3: Geography and Measurement 7th Grade: M1: Probability & Numerical Representations and M2: Computations & Algebraic Relationships 8th Grade: M3: Geometry & Measurement and M4: Data Analysis & Personal Financial Literacy</p> <p>Strategy's Expected Result/Impact: By August 2024, all teachers will gain insight about STAAR performance results and work with their department head and administration to develop a plan to address successes and challenges in student growth and achievement.</p> <p>By September 2024, Math teachers will utilize STAAR & other assessment data to guide instructional decisions through PLC actions that move toward positively impacting student achievement and growth.</p> <p>By December 2024, DCMS Math teachers will routinely use multiple data points from STAAR, grades, and Pre/Post assessments, etc., to develop instructional strategies that are rigorous and differentiated to meet the needs of each individual student.</p> <p>By February 2025, all Math teachers will use MAP data, Pre and Post assessment data etc., to streamline instruction to meet the individual needs of students.</p> <p>By June 2025, DCMS will witness a 5% increase in the percentage of students at Meets, and Masters in Math on STAAR Math 2025</p> <p>Staff Responsible for Monitoring: Teachers, Admin & Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: While there were gains made in various areas, as it relates to the percentage of students performing at Meets & Masters, overall STAAR scores in 6th Grade -7th Grade ELA & Math were lower than the STAAR scores in 8th Grade ELA & Math ELA, as evidenced by 2024 DCMS STAAR data. We also experienced a decrease in student achievement in the areas of Science & Social Studies. **Root Cause:** There were two uncertified teachers providing 6th grade Math & ELA instruction and there were significant behavior challenges. 7th grade students received inconsistent instruction from a plethora of subs during their 6th & 7th grade school year, as teacher absenteeism was high in this grade. The students in 8th grade historically performed low, as evidenced by their 6th-7th grade STAAR data.

School Processes & Programs

Problem Statement 1: While we made wonderful gains in the SST process in the 2022-2023 school year, DCMS did not conduct SSTs with consistency and depth in the 2024 Spring semester. Because of this, crucial conversations about academic and behavioral needs of students, did not occur with the consistency in which they had the previous year or during the Fall semester. **Root Cause:** In 2022-2023, SSTs were led by the new principal, who then turned it over to the CAC for the 2023-2024 school year. A high volume of tests and the time frame that the testing occurred in, along with the unexpected death of our CAC in April, impacted the consistency on SSTs in the Spring semester.

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2025, Crockett Middle School will see a 10% decrease in negative student behavior (Skyward Referrals) through the implementation of Student Ownership of Behavior practices, PBIS, and targeted interventions, as evidenced through the indicators of success

High Priority

Indicators of Success: Increased Positive Behavior Referrals

Decreased Negative Referrals

Monthly PBIS Campus Team Meetings

Monthly Campus Behavior Newsletter for Staff

Monthly Campus Newsletter with SEL Tips

Utilization of Level I Discipline Forms (MIR)

Positive Behavior Celebrations

Teach Like a Champion Faculty Meeting Focuses

Walkthrough Data

Respect Agreements

Student Surveys (How, What, When...Do I want to be celebrated)

Students Goal Setting with Grade Level Counselors

Random Act of Kindness

Classroom Brag boards

Kindness Shoutouts

Strategy 1 Details	Reviews			
<p>Strategy 1: DCMS will provide continuous professional development on Positive Behavioral Interventions and Supports (PBIS) with teachers.</p> <p>Strategy's Expected Result/Impact: By August 2024, all teachers will work with each class to create, implement and effectively utilize respect agreements with their students.</p> <p>By October 2024, DCMS faculty and staff will participate in a comprehensive review of discipline data gathered thus far to reflect and implement logical next steps for the completion of Term 1.</p> <p>By January 2025, DCMS faculty and staff will participate in a comprehensive review of discipline data gathered thus far to reflect and implement logical next steps for a successful Term 2.</p> <p>By February 2025, all classrooms will exhibit evidence of respect agreements being adhered to by students and teachers.</p> <p>By June 2025, Crockett Middle School will see a 10% decrease in the number of Skyward student discipline referrals when compared to the number of Skyward discipline referrals for the 2023-2024 school year. DCMS faculty and staff will also participate in a comprehensive review of discipline data gathered for the year, to reflect and implement logical next steps for a meaningful 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: DCMS Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of the school year, 80% of teachers will effectively integrate the AVID strategy WICOR, with an emphasis on organization into their instruction, leading to increased student ownership of learning in the classroom.</p> <p>Strategy's Expected Result/Impact: By August 2024, all teachers will participate in PD to support their knowledge acquisition of digital binders and create their own exemplar, to show understanding of this organizational system that they will be using with their students in the 2024-2025 school year, understand the "why" and gain insight about pertinent information regarding the implementation timeline, and checklist students will use to monitor their own progress with the digital binder.</p> <p>By October 2024, DCMS faculty and staff will participate in a comprehensive review of strengths and challenges experienced thus far with the digital binder system and develop comprehensive next steps to support greater success.</p> <p>By January 2025, DCMS faculty and staff will participate in a comprehensive review of strengths and challenges experienced thus far with the digital binder system and implement logical next steps for a successful Term 2.</p> <p>By February 2025, all classrooms will exhibit evidence of digital binders being utilized by students to support increased organization and greater ownership of learning acquisition.</p> <p>By June 2025, Crockett Middle School will have observed 80% or more of students utilizing digital binders.</p> <p>Staff Responsible for Monitoring: AVID teacher, DCMS Administration, teachers and students</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
	N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: While we made wonderful gains in the SST process in the 2022-2023 school year, DCMS did not conduct SSTs with consistency and depth in the 2024 Spring semester. Because of this, crucial conversations about academic and behavioral needs of students, did not occur with the consistency in which they had the previous year or during the Fall semester. Root Cause: In 2022-2023, SSTs were led by the new principal, who then turned it over to the CAC for the 2023-2024 school year. A high volume of tests and the time frame that the testing occurred in, along with the unexpected death of our CAC in April, impacted the consistency on SSTs in the Spring semester.</p>
Perceptions
<p>Problem Statement 1: In accordance with the 2023-2024 Climate & Culture survey, 28% of DCMS campus-based staff feel that students are excited to go to school. Root Cause: Challenging student behaviors could lend way to staff feeling that students are not excited to go to school.</p>

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff.

Performance Objective 1: By June 2025, Crockett Middle School will retain 90% of our highly qualified teachers.

High Priority

Indicators of Success: Teacher Surveys

Human Resources Campus Staffing Vacancy Report

Substitute Teacher Reports: Decrease in Substitute Teachers When Comparing 2022-2023 to 2023-2024 and 2024-2025 data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Crockett Middle School campus administration will calibrate staff development to the current needs of staff and will celebrate the success and accomplishments of all staff in meaningful and public forum.</p> <p>Strategy's Expected Result/Impact: By August 2024, DCMS faculty and staff will reflect on their District and campus PD experiences and provide feedback that supports the creation of PD experiences for the 2024-2025 school year.</p> <p>By October 2024, DCMS faculty and staff will complete a survey that allows them to give feedback about current campus professional development grows, glows and needs. This survey will allow them to share hopes and needs for Spring semester professional development experiences.</p> <p>By December 2024, DCMS faculty and staff will have an opportunity to serve as presenters/facilitators of Spring Semester professional development; as January PD sessions will be led by DCMS colleagues and there will be an opportunity for choice.</p> <p>By February 2025, teachers will have an opportunity to share their reflections on January PD grows, glows & needs, and be a part of a focus group for the planning of August 2025 Summer PD.</p> <p>By June 2025, PD experiences for the 2025-2026 year will be tentatively planned out in detail, by DCMS teachers and administrators.</p> <p>Staff Responsible for Monitoring: DCMS Administrators & Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: In accordance with the 2023-2024 Climate & Culture survey, 28% of DCMS campus-based staff feel that students are excited to go to school. **Root Cause:** Challenging student behaviors could lend way to staff feeling that students are not excited to go to school.

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Performance Objective 1: Crockett Middle School will seek grant opportunities for additional financial resources to supplement the campus budget to acquire the instructional materials to better engage learners and provide divergent learning strategies for greater student outcomes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Each academic core content area will write and submit at least one grant from their department in order to acquire materials for differentiated learning.</p> <p>Strategy's Expected Result/Impact: Students will have increased learning outcomes when provided with engaging activities in which to learn through their modality of learning.</p> <p>Staff Responsible for Monitoring: Campus Assessment Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: While there were gains made in various areas, as it relates to the percentage of students performing at Meets & Masters, overall STAAR scores in 6th Grade -7th Grade ELA & Math were lower than the STAAR scores in 8th Grade ELA & Math ELA, as evidenced by 2024 DCMS STAAR data. We also experienced a decrease in student achievement in the areas of Science & Social Studies. Root Cause: There were two uncertified teachers providing 6th grade Math & ELA instruction and there were significant behavior challenges. 7th grade students received inconsistent instruction from a plethora of subs during their 6th & 7th grade school year, as teacher absenteeism was high in this grade. The students in 8th grade historically performed low, as evidenced by their 6th-7th grade STAAR data.</p>

State Compensatory

Budget for Crockett Middle School

Total SCE Funds: \$18,532.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. SCE funds are currently being utilized to provide supplies and equipment for accelerated and elective math and ELA courses. We also fund tutorial supplemental pay and transportation as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. Our budget allocations are represented below: \$8,072 - Extra Duty Pay (STAAR Preparation and Academic Tutorials \$4,000 - Activity Buses for Campus After School Tutorials \$6,460 - Instructional Supplies for Accelerated & Elective Math and ELA Courses \$18,532 - Total State Compensatory Education Funding Identification and the responsibility of delivery of services for At-Risk students are initiated by our campus staff while district level oversight concerning related Student Information Services (SIS) coding, program implementation and general SCE fiscal and compliance (including training and updates) are the direct responsibility of the State and Federal Programs department. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.