McKinney Independent School District

Cockrill Middle School

2015-2016 Campus Improvement Plan

Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

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.

Comprehensive Needs Assessment

Needs Assessment Overview

Campus Profile

Cockrill Middle School opened in 2008, with around 900 students. This year, we are opening with approximately 1345 students. We have 65% White, 18% African American, 21% Hispanic, 25% Economically Disadvantaged, 4% LEP, and 9.3% Special Education. Our goals at Cockrill are to make sure students are safe, they are happy, and they learn while they are here. We want our Cowboys to have incredible learning experiences every single day, while exploring their strengths and talents and building their character.

Key Findings

In regard to last year's STAAR, we earned five out of the seven Designated Distinctions. We earned Academic Achievement in both Mathematics and Science, Top 25 Percent in Student Progress, Top 25 Percent in Closing the Performance Gap, and Post Secondary Readiness. We missed Academic Achievement in Reading and Social Studies because the required attendance was 96.9% and we had 96.6%. We were in the Top 25 Percent in the following: Seventh grade Writing Performance Level III, 8th Grade Science Performance Level III, Algebra Performance, Algebra Participation, and Greater than Expected Student Growth in Mathematics.

In regard to our 40 comparable schools, we ranked 7th in Student Achievement, 5th in Student Progress, 4th in Closing the Performance Gap, 8th in Post Secondary Readiness, and 4th in the number of Distinctions Earned.

Areas for Instructional Improvement

We need to provide an outstanding education for all students, while increasing the academic performance of our special education and LEP/ESL students.

Actions to Improve Student Performance

In order to provide the best education possible for all students, the CMS staff will work with their PLC's to create a common curriculum in each course that focuses on the essential standards, includes engaging lessons, and emphasizes authentic literacy. We will continue our work in the design qualities and processes as well.

To specifically address narrowing the achievement gap, we have strategically placed our struggling students in our best teachers' classrooms. We have also provided them extra classes appropriate for their academic and social needs (Read 180, target math, target science, ESL, Special Education reading electives, etc.). We will monitor their data and use the RtI process and intervention strategies. Our struggling LEP and special education students will keep portfolios, and we will meet monthly with students and their parents to discuss their academic achievement. We will continue to provide our staff with meaningful, relevant professional development so that we are better able to reach all students. Administrators will monitor student data and visit classrooms often to ensure we are holding true to our commitment as a staff.

Demographics

Demographics Summary

We started out with fewer than 800 students in 2008 and now have 1,347. We have 406 sixth graders, 489 seventh graders, and 452 eighth graders. Our students come to us mostly from Slaughter, Minshew, Malvern, Wilmeth, and McClure. Our make-up is 65% White (879); 18% African American (247); and 21% Hispanic (278). We also have 25% Economically Disadvantaged (326), 3.71% LEP (50), and 9.6% Special Education (130).

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 the Cowboy 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).

Demographics Needs

Although our achievment gap has improved immensely with our Economically Disadvantaged students, we still have a lot of work to do with our LEP and Special Education students. Our campus has 9.6% Special Education and should be at 8.5 according to the TEA standard. Our goal for the end of the 2014-2015 school year, is for our low socio-economic, minority, Special Education and LEP students to have no more than a 5% gap as compared to all students.

Student Achievement

Student Achievement Summary

In regard to last year's STAAR, we earned five out of the seven Distinction Designations. We earned Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent in Student Progress, Top 25 Percent in Closing the Performance Gap, and Post Secondary Readiness. We missed Academic Achievement in Reading and Social Studies because the required attendance was 96.9% and we had 96.6%. We earned our Academic Achievement in Mathematics due to our Algebra participation and performance and our greater than expected growth in sixth-eighth grade math. We earned our Academic Achievement in Science due to the number of students scoring at the Advance Level III. And although we did not earn the Distinction in Reading, our 7th Grade Writing performance at the Advanced Level III put us in the Top 25 Percent in Writing. In regard to our 40 comparable schools, we ranked 7th in Student Achievement, 5th in Student Progress, 4th in Closing the Performance Gap, 8th in Post Secondary Readiness, and 4th in Distinctions Earned.

Student Achievement Strengths

In regard to last year's STAAR, we earned five out of the seven Distinction Designations. We earned Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent in Student Progress, Top 25 Percent in Closing the Performance Gap, and Post Secondary Readiness. We missed Academic Achievement in Reading and Social Studies because the required attendance was 96.9% and we had 96.6%. We earned our Academic Achievement in Mathematics due to our Algebra participation and performance and our greater than expected growth in sixth-eighth grade math. We earned our Academic Achievement in Science due to the number of students scoring at the Advance Level III. And although we did not earn the Distinction in Reading, our 7th Grade Writing performance at the Advanced Level III put us in the Top 25 Percent in Writing. In regard to our 40 comparable schools, we ranked 7th in Student Achievement, 5th in Student Progress, 4th in Closing the Performance Gap, 8th in Post Secondary Readiness, and 4th in Distinctions Earned.

Student Achievement Needs

We must increase the academic performance of our low socioeconomic, Special Education, and LEP/ESL students in all areas.

Our Special Education Social Studies fell below the PBM threshold of 55%. We have added a teaching position to our US history to reduce class size. We moved one of our most experienced "target" teachers to work with academic classes. We added two US history teachers with our targeted co-teach class instead of a para-professional. We chose which Co-teach kids were in the classes to minimize distractions between specific personalities. We chose who our non-co teach SPED kids had as their US history teacher instead of it being random through scheduler. Teachers are using data to form 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 STAAR reading results, heat maps from previous year STAAR results, and campus data from QCA assessments.

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 our Cowboy CREED, C-Courage, R-Respect, E-Empathy, E-Excellence, and D-Determination. We give Cowboy tickets to students who exhibit the CREED and have weekly drawings for movie tickets. We also recognize our Cowboys each nine weeks at our CREED Awards. Our teachers truly care about our students and build relationships with them. We are a very healthy organization. Our OHI scores were up and to the right in all areas the last time administered.

School Culture and Climate Strengths

We have multiple clubs for kids to participate in, including Student Council, Recycling Club, Fellowship of Christian Athletes, National Junior Honor Society, Academic UIL, Club Impact, Cursive Club, Book Club, Yarn Club, Chess, Running Club, Jesus Christ Movement, and Culture Club, which includes soccer every Monday for our ESL students!

School Culture and Climate Needs

We discovered that all of the middle schools show the same data in regard to kids and parents having concerns about feeling safe from bullying. Although we feel our schools are safe, we need to make sure all kids feel safe all of the time--and parents feel that their kids are safe!

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 do not have a high turn-over rate at CMS. All new teachers have a mentor who works closely with them. We provide relevant, meaningful, useful staff development for our teachers, which includes a deep understanding of Mike Schmoker's book, Focus, and the Design Qualities.

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 send more teachers to out of town/state professional development than any other campus because we respect our staff and trust them to bring back their learning to their teams. 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. Last year, out of our 85 teaching staff, we only replaced 6. Two of them are staying home with new babies, three moved away and are still teaching, and one left education. We gained 5 extra teaching units for this year. We have hired more minority teachers so that we better represent our student population, while still holding to high standards.

Staff Quality, Recruitment, and Retention Needs

We will work to ensure that every single staff member feels supported and valued. We will also strive to hire more minority teachers.

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 toward creating a common curriculum in each course that focuses on essential standards, includes sound lessons, and emphasizes authentic literacy. Teachers will work together in their professional learning communities to make sure lessons focus on reading, writing, and discussion. Students will analyze conflicting sources, support arguments with evidence, solve complex problems, and reconcile opposing views. Administrators will monitor student data, including CUAs, 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 (Read 180, target math, target science, ESL, etc.); we are monitoring their data; and we are using the RtI processes and employing intervention strategies to identify and support struggling students.

Curriculum, Instruction, and Assessment Strengths

Our teams work together to design engaging lessons, using Schelthy Design Qualities. We are also fortunate at Cockrill to have an Intervention Specialist, Melanie Machost, and an Instructional Coach, Shelly Spaulding, who work collaboratively to support ALL teachers and all students. We send more teachers to out of town/state professional development than any other campus because we respect our staff and trust them to bring back their learning to their teams. 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. Our CMS admin team provides feedback to our staff regarding classroom observations.

Curriculum, Instruction, and Assessment Needs

Our curriculum covers too much information, so our teachers will work together to teach the power standards. We will focus on delvnig deeper into the core standards with higher level thinking. We will also continue to provide substitutes for each core team teacher one day per semester to participate in Designing Engaging Lessons support. Last, we will continue the support of our Engaged Learning Model (ELM) teachers .

Family and Community Involvement

Family and Community Involvement Summary

We invite parents and community to volunteer by being mentors and/or tutors and being a part of PTO and booster clubs. Raytheon works with our sixth grade science students, Ranchland Church and Way of Grace helps mentor kids, and Alliance of Elite Youth Leaderhip and Pastor Rock visit each week during lunches with our students who need extra motivation and help with behavior. We have created accounts so our families can follow us on Twitter and Facebook, and the majority of our teachers send weekly emails to parents. We send a weekly parent email to parents who have signed up and we update our website often. We also use ParentLink to make phone calls home to parents.

Family and Community Involvement 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. On October 15, the Walmart on Redbud sent representatives from their store to congratulate Cockrill on being an outstanding school and awarded 20 teachers with $50 gift cards to spend on their classrooms. The also brought tons of supplies, including tablets, to give away.

Family and Community Involvement Needs

Although we have lots of parents who are involved, we still have many who are not.

School Context and Organization

School Context and Organization Summary

We have 1347 students in grades 6-8. We have excellent participation in athletics, fine arts, and our clubs. There truly is something for every student who wants to be involved.

School Context and Organization Strengths

We have awesome kids at Cockrill! 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 band, choir, and orchestra that we have had to add two portables.

School Context and Organization Needs

It is our goal to involve every single student at Cockrill. We need our band hall sound-proofed so that the classrooms can't hear the music.

Technology

Technology Summary

We have Smartboards in all rooms, as well as document cameras and projectors. We have 30 iPads for the math department, 30 for the school to share, 30 for ESL and SpEd, 30 PCs and 30 Macs in the library, 5 Macs and 5 ipads in each 6th grade PBL classrooms, and 4 PCs in each ELAR and math classroom. We also just ordered another 30 iPads for teachers to check out for student use.

Technology Strengths

Our teachers try to use technology as much as possible. We have a campus team who meets and discusses new ways to use technology in the classroom.

Technology Needs

We need students to have more access to technology in the classrooms. Our current needs are focused on equipment operating properly and consistently.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Cockrill Middle School will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 1: We will increase the number of students meeting level 3 and Final Recommendation standards on STAAR assessments in each grade level.

Summative Evaluation: STAAR Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Create and implement a common, viable curriculum for each course that focuses on essential standards, includes differentiated lessons, and emphasizes authentic literacy. Teachers will have time to study the SEs at crucial points during the school year.	Teachers and Administrators	Lesson plans, discussions with teachers during planning sessions, classroom walkthroughs, authentic assessments				
Critical Success Factors CSF 1 2) Evaluate and continually improve instruction. Teachers will meet with their team at a minimum of 45 minutes twice a week, looking at 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.	Teachers and administrators	Lesson plans, team planning, and walkthroughs				
Critical Success Factors CSF 1 3) Incorporate clear learning objectives, repeated guided practice, frequent checks for understanding, and formative assessments into lessons.	Administrators and Teachers	Lesson plans and walkthroughs				
Critical Success Factors CSF 1 4) Focus on reading, writing, and discussion in every course with on-going PD and emphasis in design.	Teachers and administrators	Lesson plans, team planning, and walkthroughs				

Critical Success Factors CSF 1 5) Develop essential questions that provoke inquiry and require students to think. Students will develop vital intellectual/thinking skills such as analyzing conflicting sources, supporting arguments with evidence, solving complex problems with no obvious answer, and reconciling opposing views.	Teachers and administrators	Lesson plans and walkthroughs	◑ ◑		
Critical Success Factors CSF 1 6) Use aligned common assessments to monitor student progress and evaluate the effectiveness of the curriculum.	Teachers and administrators	Formative and Summative Data	◑ ◑		
Critical Success Factors CSF 2 7) Hold all staff members accountable for student success. Administrators and Intervention Specialists will attend planning sessions and data meetings, review lesson plans, conduct walkthroughs, and give constant reminders of goals via faculty meetings, articles, and the Cowboy Courier.	Teachers and administrators	Meetings, lesson plans, and walkthroughs	◑ ◑		
Critical Success Factors CSF 2 8) Implement a 6-8 assessment cycle for ELAR.	Administrators and Teachers		◑ ◑		
Critical Success Factors CSF 1 9) Designate design time each quarter for teams to plan a unit using Schlechty's Design Qualities to guide the work.	Administrators and Team Leaders		✔ ✔ ✔ ✔		
✔ = Accomplished ◑ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue					

Goal 1: Cockrill Middle School will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 2: We will reduce the achievement gap for minority and special education students.

Summative Evaluation: STAAR Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Create an atmosphere that engages all students in the learning process.	Teachers and administrators	Walkthroughs and fewer discipline referrals	◕	◔		
Critical Success Factors CSF 1 CSF 2 CSF 3 2) Place students in classes appropriate for their academic and social needs. (Target, ESL, Inclusion)	Teachers and administrators	Higher success for those students as compared to last year	✓	✓	✓	✓
Critical Success Factors CSF 2 3) Monitor data and student achievement at a minimum of every three weeks for ESL, SpEd, and and minority.	Teachers and administrators	Formative and Summative Assessment Data	◔	◔		
Critical Success Factors CSF 1 CSF 2 CSF 4 4) Use our RtI processes and employ intervention strategies to identify and support struggling students.	Teachers and administrators	Data on struggling students	◕	◕		
Critical Success Factors CSF 1 CSF 4 5) We will continue to offer a support class for 7th grade Pre AP math, with hopes of helping those students go into Algebra in 8th grade. We will also continue to have a support Algebra class for 8th graders who need it.	Stewart Herrington, Michelle Rumley, Ann Ahlborn, Susan Delacroix	More 8th graders getting high school credit and more 7th grade students enrolled in 8th grade Algebra.	✓	✓	✓	✓
Critical Success Factors CSF 1 6) We will utilize strategies to provide instruction for special education student in the least restrictive environment appropriate.	Admministrators, SpEd Department	Fewer students coded 42.	◕	◕		
Critical Success Factors CSF 1 CSF 4 7) We will offer target courses across content to support students with closing the gaps that exist in understanding and increasing learning time.	Administrators	Couse built and staffed in master schedule. We will also monitor performance of students served in class to support fidelity of implementation.	✓	✓	✓	✓

Critical Success Factors CSF 1	Administrators and department chairs	Evidence of writing across the curriculum in walkthroughs, planning sessions and formal evaluations.				
8) We will develop plans that integrate writing across content areas.						
Critical Success Factors CSF 2	Administrators, counselors and Melanie Machost	Improved support (professional development) for teachers who are teaching ELL students based on data driven decision making.				
9) Each grading period the counselors, assistant principals and Melanie Machost meet to discuss students who are on the failure list.						
Critical Success Factors CSF 1 CSF 2	Jenny Zornes, Judith O'Toole	Recognition as a demonstration school.				
10) Put systems in place to qualify as an AVID demonstration school.						
Critical Success Factors CSF 1 CSF 2	Administrators					
11) 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.						

✔ = Accomplished   = Considerable   = Some Progress   = No Progress ✖ = Discontinue

Goal 1: Cockrill Middle School will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

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

Summative Evaluation: Eduphoria Records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 7 1) We will study literature by Rick DuFour regarding PLC's.	Amber Epperson Jennifer Zornes	Completion of reading and evidence of structure put into place.	🕒	🕒		
Critical Success Factors CSF 1 CSF 6 CSF 7 2) We will participate in teacher led staff development based on Eric Jensen's work and "Game Changers" strategies.	Game Changers Team Amber Epperson Jennifer Zornes		🕒	🕒		
Critical Success Factors CSF 3 CSF 7 3) The leadership team will take the Strengths Based Leadership Assessment, and we will study Rath and Conchie's text to examine leadership strengths and styles.	Leadership team	Agendas from leadership team meetings and testimonies from teacher leaders of impact.	🕒	✓	✓	✓
Critical Success Factors CSF 1 CSF 2 CSF 7 4) Team and grade level meetings will be utilized to discuss best practices and strategies for cross curricular support for the hardest to teach and hardest to learn standard.	Amber Epperson Stewart Herrington Jennifer Zornes Department Chairs Team Leaders	Notes from grade level planning meetings and plans documenting how standards will be addressed across the curriculum	🕒	🕒		
Critical Success Factors CSF 7 5) Teachers will receive information and relevant training throughout the year about the HRS framework.	Amber Epperson	Completion of training and exit ticket responses.	🕒	🕒		
Critical Success Factors CSF 1 CSF 7 6) Teachers will participate in on-going professional development during the year as teacher participate in individual professional development courses and return to campus to share. The structures for these opportunities are built into the campus calendar.	Amber Epperson Jennifer Zornes Stewart Herrington	Documentation of notes from PD opportunities and teacher exit tickets. Evidence of implementation of new learning in walk-through documentation and team design meetings.	🕒	🕒		

Critical Success Factors CSF 1 CSF 7 7) Train teachers in SIOP and ELPS, and encourage all core teachers to be ESL certified.	Administrators	Moving closer to 100% certified	

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✖ = 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 1: By the end of the 2015-2016 school year, we will have evidence to support that we placed intentional emphasis on building school culture, sense of belonging and responsibility. We will put strategies into place to build a strong school culture among students and staff that includes recognitions and support structures throughout the year.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) We will intentionally build relationships with students with individual conversations, small group activities, and involvement in groups/clubs throughout the building.	Teachers and administrators	Perception data	🟠	🟠		
Critical Success Factors CSF 5 CSF 6 2) Each child will receive specific instruction on the school CREED components. Those lessons will be designed by the counseling staff. The CREED will be reinforced during the year with 2 motivational assemblies and Cowboy tickets that are given out on Friday announcements. We will also have CREED award ceremonies at the end of each quarter to honor students selected by teachers.	Teachers and administrators	CREED Awards; announcements, assembly feedback	🟠	🟠		
Critical Success Factors CSF 6 3) Teach character lessons in classrooms, counselor groups, and student-led sessions.	Counselors	Fewer office referrals	✅	✅	✅	✅
Critical Success Factors CSF 6 4) Create a sense of community through a variety of clubs and organizations geared toward students' interests.	Teachers and administrators	More students in after school clubs	✅	✅	✅	✅
Critical Success Factors CSF 5 CSF 6 5) We will communicate the great things happening at Cockrill with our parents and community via our website, Facebook, Parent Link, Twitter, Open House, etc.	Teachers and administrators	Survey parents and students to determine if the positive message is reaching out into the school community.	🟠	🟠		

Critical Success Factors	Person Responsible	Evidence	Q1	Q2	Q3	Q4
Critical Success Factors CSF 6 6) We will work with the Alliance of Elite Youth Leadership to help our at-risk students become more engaged in school.	Administrators and counselors	Develop a regular set meetings with regular student attendance of targeted students.	Considerable	Considerable		
Critical Success Factors CSF 6 7) We will have 6th grade Advisory in math class. Students will learn about the CREED, how to be organized, how to check grades, and study skills.	Jenny Zornes and 6th grade math teachers		Discontinue	Discontinue	Discontinue	Discontinue
Critical Success Factors CSF 5 CSF 6 8) Students will be included in the morning announcements weekly to increase engagement and involvement.	Administrators and teacher sponsor		No Progress	No Progress		
Critical Success Factors CSF 6 9) The administrators will lead a Student/Principal Leadership and Advisory Team (SPLAT). It will include selected students who apply to participate. They will be involved in various leadership instruction, student feedback panels, and team building activities on a monthly basis.	Administrators	Student participation	Some Progress	Some Progress		
Critical Success Factors CSF 5 10) Ranchland Church and Way of Grace will mentor kids in need.	Michelle Cross	Logs of involvement and activities	Some Progress	Some Progress		
Critical Success Factors CSF 5 CSF 6 11) We will have a Soccer Club for any student interested to get involved with school and provide them with opportunities they might not otherwise receive. Many students in our LEP population participate consistently.	Jenny Zornes	Functioning club with consistent student participation	Some Progress	Some Progress		
Critical Success Factors CSF 6 12) We will have pep rally's twice during the year to build school spirit	Administrators, Coaches	Completion and student feedback	Some Progress	Accomplished	Accomplished	Accomplished
✔ = Accomplished 🟠 = Considerable ◔ = Some Progress ⚪ = No Progress ✗ = 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: Parents will have multiple opportunities to be involved in our school.

Summative Evaluation: Calendar items with parent invitations and participation records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Parents will receive communication through a variety of tools (Parentlink emails, call-outs, REMIND App, weekly e-newlsetters, Facebook, Twitter)	Administrators and Teachers	Parent feedback and perception data	◕	◕		
Critical Success Factors CSF 5 2) Parents will be invited to attend extracurricular activities through fine arts, athletics, and clubs throughout the year.	Administrators and Teachers	Parental participation in extracurricular events	◕	◕		
Critical Success Factors CSF 5 3) Parents will be invited to breakfast club 2 times during the year.	Administrators	Number of participants	◕	◕		
Critical Success Factors CSF 5 4) We have an involved and active PTO, and we will encourage parents to join and be active with the board.	PTO Board and Principal		◕	◕		
Critical Success Factors CSF 5 5) Parents will be invited to several student recognition programs such as CREED reception, honor roll ceremony, and NJHS Ceremony.	Administrators	Parent participation numbers	◕	◕		
Critical Success Factors CSF 5 6) Parents will participate in perception survey to provide feedback and suggestions	Administrators	Parent Participation	○	○		
Critical Success Factors CSF 5 7) Parents will be invited to Open House in March	Administrators and Teachers		○	◔		

Critical Success Factors CSF 5 8) Parents will be invited to Principal's coffee events 3 times during the year.	Administrators	Parent Participation and Exit Ticket Responses			

✔ = Accomplished ◖ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue