

McKinney Independent School District
Cockrill Middle School
2016-2017 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.

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

CMS currently serves 1260 students each day. Enrollment by ethnicity is: Asian–8%, Black/African American–16%, White–70%, and 20% of our students are Hispanic. CMS has 2% Limited English Proficient students, 9% receive Special Education services, 10% participate in the Gifted and Talented program, 24% are considered to be At-Risk, and 21% qualify as Economically Disadvantaged based on free/reduced lunch status.

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 achievement 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 2016-2017 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

For the 2016 STAAR, CMS met standards in all areas. We are pleased with our overall scores and passing rate, but we want to focus on improving performance with economically disadvantaged and ELL students. Our reading and writing scores were lower than other overall passing rates, but this pattern followed the district and state trend.

Student Achievement Strengths

We were very pleased with the overall science and social studies passing rates. The scores reflect the work teachers have done to vertically align instructional practices and collaborate.

Student Achievement Needs

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

We have streamlined the target and GT sections to one teacher each respectively. We are clustering students by need more intentionally in SpEd, Low SES, and ELL populations. We also see a gap in performance in 7th grade ELAR. We will have campus-wide focus on reading and writing across the content areas to help students generalize skills and see consistency in their instruction across classes. We have also reallocated a position to add one additional instructional coach who will support all teachers in data collection, analysis, and the PLC process. We will have specific monitoring lists for students at risk of failure.

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 various gift cards. 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. We have included parents more intentionally through "Breakfast Bash" events and quarterly parent coffee events.

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. We are also adding live announcements to our daily schedule this year. We are excited to offer this as a way to engage students in school activities and highlight students individually. We are also adding a advisory time for all students daily where we will focus on character development, digital citizenship, social skills, and organizational skills.

School Culture and Climate Needs

We will have an enhanced focus on helping students make physically and emotionally safe and healthy choices. Middle age students need frequent reminders and reinforcement for appropriate social interactions with peers and adults. We will do that through interactive programs in classrooms throughout the year.

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 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 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. 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.

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. We offer a variety of opportunities for staff recognition throughout the year.

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 common understanding of essential standards, PLC process, and common formative assessment to drive PLCs. 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. 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.

Curriculum, Instruction, and Assessment Needs

We will strengthen our PLC processes to create highly reliable processes across all teams. This will improve our content objective focus and alignment of formative assessments. Grading practices will also become more consistent as a result of this collaboration.

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, and Ranchland Church and Way of Grace helps mentor kids. 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. All parents receive a weekly school newsletter. We also use ParentLink to make phone calls home to parents. We have also added Principal coffee events for parents as well as breakfast bash mornings for students and 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. We have partnered with the new Wal-Mart Neighborhood Market and they support our school regularly. We look for multiple ways to involve parents so everyone has a way to get involved that is convenient and comfortable.

Family and Community Involvement Needs

We always want to find ways to engage parents who haven't found a way to participate. Getting more students involved in activities is our best way to involve parents as well.

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 school CREED, Cockrill101 program, 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 weekly Cockrill101 lessons.

School Context and Organization Needs

It is our goal to involve every single student at Cockrill. The recent bond to improve fine arts facilities will enhance our programs significantly.

Technology

Technology Summary

We have Smartboards in all rooms, as well as document cameras and projectors. We have desktop computers in every room, ipads for use in classrooms, laptop carts, and 2 computer labs. We feel very fortunate to have the technology available for our students and teachers.

Technology Strengths

Our teachers try to use technology as much as possible. Our curriculum has been enhanced annually to include more and relevant ways to incorporate technology.

Technology Needs

Our teachers need on-going training so students use technology as producers rather than consumers. It is happening very successfully in some areas, but is not a pervasive strength. We also want to do more teaching of digital citizenship responsibility with technology.

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
- 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.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) 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.</p>	Teachers and Administrators	Lesson plans, discussions with teachers during planning sessions, classroom walkthroughs, authentic assessments				
<p>Critical Success Factors CSF 1</p> <p>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 PLC day across the campus. They will work within departments as well as in cross-curricular groups to ensure core skills are taught deeply.</p>	Teachers and administrators	Lesson plans, team planning, and walkthroughs				
<p>Critical Success Factors CSF 1</p> <p>3) Incorporate clear learning objectives, ELPS, repeated guided practice, frequent checks for understanding, and common formative assessments into lessons.</p>	Administrators and Teachers	Lesson plans and walkthroughs				
<p>Critical Success Factors CSF 1</p> <p>4) Focus on reading, writing, and discussion in every course with on-going PD and emphasis in design.</p>	Teachers and administrators	Lesson plans, team planning, and walkthroughs				

<p align="center">Critical Success Factors CSF 1</p> <p>5) Utilize 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.</p>	Teachers and administrators	Lesson plans and walkthroughs				
<p align="center">Critical Success Factors CSF 1</p> <p>6) Use aligned common assessments to monitor student progress and evaluate the effectiveness of the curriculum.</p>	Teachers and administrators	Formative and Summative Data				
<p align="center">Critical Success Factors CSF 2</p> <p>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.</p>	Teachers and administrators	Meetings, lesson plans, and walkthroughs				
<p align="center">Critical Success Factors CSF 2</p> <p>8) Implement a 6-8 assessment cycle for ELAR.</p>	Administrators and Teachers					
<p align="center">Critical Success Factors CSF 1</p> <p>9) Designate design time each quarter for teams to plan a unit using Schlechty's Design Qualities to guide the work.</p>	Administrators and Team Leaders					
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>10) Teams will have data meetings every 6 weeks to discuss student performance on formative and summative assessments.</p>	Amber Epperson, Melanie Machost, Judy Mercer	Student data				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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 economically disadvantaged, ELL, and special education students.

Evaluation Data Source(s) 2: STAAR Data

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Create an atmosphere that engages all students in the learning process using best practice. (Kagan, Game Changers, Reader/Writer Workshop)</p>	Teachers and administrators	Walkthroughs and fewer discipline referrals				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Place students in classes appropriate for their academic and social needs. (Target, ESL, Inclusion) We will also cluster ELL students for instruction.</p>	Teachers and administrators	Higher success for those students as compared to last year				
<p>Critical Success Factors CSF 2</p> <p>3) In addition to data meetings every 6 weeks for each content team, core content ESL teachers will meet in data meetings to discuss ELL performance and instructional strategies.</p>	Teachers and administrators	Formative and Summative Assessment Data				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Use our RTI processes and employ intervention strategies to identify and support struggling students.</p>	Teachers and administrators	Data on struggling students				
<p>Critical Success Factors CSF 1</p> <p>5) We will utilize strategies to provide instruction for special education students in the least restrictive environment appropriate.</p>	Administrators, SpEd Department	Fewer students coded 42.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) We will offer target courses across content to support students with closing the gaps that exist in understanding and increasing learning time.</p>	Administrators	Course built and staffed in master schedule. We will also monitor performance of students served in class to support fidelity of implementation.				

<p align="center">Critical Success Factors CSF 1</p> <p>7) We will develop plans that integrate writing across content areas.</p>	<p>Administrators and department chairs</p>	<p>Evidence of writing across the curriculum in walkthroughs, planning sessions and formal evaluations.</p>				
<p align="center">Critical Success Factors CSF 2</p> <p>8) Each grading period the counselors, assistant principals and Melanie Machost meet to discuss students who are on the failure list.</p>	<p>Administrators, counselors and Melanie Machost</p>	<p>Improved support (professional development) for teachers who are teaching ELL students based on data driven decision making.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) Put systems in place to qualify as an AVID demonstration school.</p>	<p>Jenny Zornes, Judith O'Toole</p>	<p>Recognition as a demonstration school.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>10) 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>Administrators</p>					
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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.

Evaluation Data Source(s) 3: Eduphoria Records

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) We will study literature by Rick DuFour regarding PLC's and have developed a team of teachers to provide on-going PD and support to teams. We are sending 5 teachers to the PLC institute with Solution Tree this year.</p>	Amber Epperson Jennifer Zornes	Completion of reading and evidence of structure put into place.				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) We will participate in teacher led staff development based on Eric Jensen's work and "Game Changers" strategies for student engagement. We will also send 7 teachers to Kagan training to address engagement strategies specific to math instruction.</p>	Game Changers Team Amber Epperson Jennifer Zornes					
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) 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 standards. PD will be offered to support reading and writing strategies across all content areas.</p>	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				
<p>Critical Success Factors CSF 7</p> <p>4) Teachers will receive information and relevant training throughout the year about the HRS framework and we will have a team supporting our campus through the HRS level 1 certification process.</p>	Amber Epperson	Completion of training and exit ticket responses.				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) 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.</p>	<p>Amber Epperson Jennifer Zornes Stewart Herrington</p>	<p>Documentation of notes from PD opportunities and teacher exit tickets. Evidence of implementation of new learning in walk-through documentation and team design meetings.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Train teachers in SIOP and ELPS, and encourage all core teachers to be ESL certified.</p>	<p>Administrators</p>	<p>Moving closer to 100% certified</p>				
<p>7) ESL Institute Training will be updated for campus admin needing to refresh training.</p>						
<p>8) Selected math teachers will participate in Kagan strategies training for student engagement</p>	<p>Stewart Herrington, Michelle Rumley</p>	<p>Classroom observations</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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 2016-2017 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.

Evaluation Data Source(s) 1: Parent, teacher, and student survey feedback as well as on-going feedback from families.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) We will intentionally build relationships with students with individual conversations, small group activities, and involvement in groups/clubs throughout the building.</p>	Teachers and administrators	Perception data	✓	✓	✓	
<p>Critical Success Factors CSF 5 CSF 6</p> <p>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 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.</p>	Teachers and administrators	CREED Awards; announcements, assembly feedback				
<p>Critical Success Factors CSF 6</p> <p>3) Teach character lessons as well a digital citizenship in classrooms, counselor groups, and student-led sessions.</p>	Counselors	Fewer office referrals				
<p>Critical Success Factors CSF 6</p> <p>4) Create a sense of community through a variety of clubs and organizations geared toward students' interests.</p>	Teachers and administrators	More students in after school clubs				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>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.</p>	Teachers and administrators	Survey parents and students to determine if the positive message is reaching out into the school community.				
<p>Critical Success Factors CSF 6</p> <p>6) 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. This year we are adding advisory time in 7th ad 8th grade to reinforce skills as student grow.</p>	Jenny Zornes and 6th grade math teachers					
<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Students will be included in the morning announcements weekly to increase engagement and involvement.</p>	Administrators and teacher sponsor					
<p>Critical Success Factors CSF 6</p> <p>8) 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.</p>	Administrators	Student participation				
<p>Critical Success Factors CSF 5</p> <p>9) Ranchland Church and Way of Grace will mentor kids in need.</p>	Michelle Cross	Logs of involvement and activities				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>10) 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.</p>	Jenny Zornes	Functioning club with consistent student participation				
<p>Critical Success Factors CSF 6</p> <p>11) We will have pep rally's twice during the year, a Veteran's Day parade, and school spirit days to build school spirit</p>	Administrators, Coaches	Completion and student feedback				
<p>12) We will implementing live announcements this year for the first time. This will be a wonderful way to engage students in campus events as well as recognize students in a more personal way. We will also use this time to reinforce our focus on CREED and digital citizenship.</p>	Dina Perez, Amber Epperson, Kass Bates	Student Involvement and feedback				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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.

Evaluation Data Source(s) 2: Calendar items with parent invitations and participation records

Summative Evaluation 2:

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

<p align="center">Critical Success Factors CSF 5</p> <p>7) Parents will be invited to Open House in March</p>	<p>Administrators and Teachers</p>					
<p align="center">Critical Success Factors CSF 5</p> <p>8) Parents will be invited to Principal's coffee events 3 times during the year.</p>	<p>Administrators</p>	<p>Parent Participation and Exit Ticket Responses</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	10	Teams will have data meetings every 6 weeks to discuss student performance on formative and summative assessments.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	10	Teams will have data meetings every 6 weeks to discuss student performance on formative and summative assessments.