

Allen Independent School District



Ereckson Middle School

2026-2027 Campus Improvement Plan

Mission Statement

Ereckson Middle School will provide engaging work every day to every child.

Vision

Ereckson Middle School. . .

Where Every Student is a part of the pack

Value Statement

We believe:

- In creating an innovative culture that produces life-long learners through critical thinking, problem solving, and social/emotional skills.
- That students should be able to reach their personal potential and work toward their goals while treating each other with respect, kindness and support.
- We must provide a safe, stable learning environment that encompasses the health and wellness of the staff and students in order to achieve excellence and feel valued.
- Supporting our students begins with supporting our staff.
- That parents are a critical, irreplaceable part of a student becoming a successful life-long learner.
- That communication for all stakeholders must be transparent, timely, relevant and specific to ensure the success and growth of Ereckson Middle School.

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Comprehensive Needs Assessment

Demographics

Summary

Ereckson Middle School is a middle school in Allen ISD serving grades 7 and 8 with about 1265 students. Ereckson Middle School has been open for 19 years serving our community. Student enrollment has increased steadily over the past 10 years. Our 2023-2024 enrollment data shows 49.1% white, 32.5% Asian, 15% Hispanic and 12.1% African American. There are 5.2% claiming more than two races.

The attendance rate at Ereckson MS is 96%, above the state average. The campus attributes this achievement to strong partnership with our families and a focus on building relationships between students and staff to promote high quality education. The school is mainly a neighborhood school with 6 feeder schools within less than 5 miles proximity. Ereckson MS has 16 general education buses serving our campus. Ereckson MS has 2 Special Education buses serving our students.

Ereckson MS student groups include 14.15% Emerging Bilingual (EBs), 32.16% gifted and talented, and 19.11% special education. 20.46% of the population is economically disadvantaged and the mobility rate is 6.4%.

Strengths

Ereckson MS has many strengths. Some of the most notable demographic strengths include:

1. The attendance rate at Ereckson MS is 97.2% and continues to stay within the campus and district target of 95% or higher.
2. Ereckson MS retains experienced staff.
- 3.. Ereckson MS has numerous clubs and organizations to incorporate all students in organizations in order to help students find common interests and make friends to stay engaged in school. Every year we continue to add clubs based on students' interests.
4. Our administration and counseling teams work closely to address the needs of students who move in and have systems in place to support those students in the transition.
5. We have implemented a "homeroom" class that all students take that addresses academic monitoring, goal setting, social-emotional learning, community building, organization and much more!

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 We continue to see an increase in students with high needs such as Special Education, Emergent Bilingual and Economically Disadvantaged and need to better meet their needs.	Changing of the community and many families relocating to our community from all over the United States and world.
2 We need to look for other ways to reach out to students who struggle academically and/or behaviorally.	Class sizes increasing and our teaching staff reduced by 1 FTE

★ = Priority

Student Learning

Summary

Grade 7

- **Reading Language Arts**
 - Students Tested: **603**
 - Average Scale Score: **1781**
 - Did Not Meet: **9%**
 - Approaches: **91%**
 - Meets: **79%**
 - Masters: **53%**
 - **Mathematics**
 - Students Tested: **604**
 - Average Scale Score: **2011**
 - Did Not Meet: **11%**
 - Approaches: **89%**
 - Meets: **80%**
 - Masters: **59%**
-

Grade 8

- **Reading Language Arts**
 - Students Tested: **647**
 - Average Scale Score: **1834**
 - Did Not Meet: **7%**
 - Approaches: **93%**
 - Meets: **83%**
 - Masters: **62%**
- **Mathematics**
 - Students Tested: **360**
 - Average Scale Score: **1894**
 - Did Not Meet: **17%**
 - Approaches: **83%**
 - Meets: **59%**
 - Masters: **22%**
- **Science**
 - Students Tested: **646**
 - Average Scale Score: **4552**
 - Did Not Meet: **9%**
 - Approaches: **91%**
 - Meets: **74%**
 - Masters: **48%**
- **Social Studies**
 - Students Tested: **648**
 - Average Scale Score: **4171**
 - Did Not Meet: **20%**

- Approaches: **80%**
- Meets: **59%**
- Masters: **40%**

Strengths

Ereckson Middle School has a population of hard-working, high-achieving students. The campus is proud of many different student groups and achievements including:

- 100% of our students passed Algebra I at a meets level..
- Campus scores are higher than the state average.
- PLC teams work collaboratively to design lessons and evaluate data for student growth.
- Professional development is tailored to staff needs to grow our teachers.
- An Overall Rating of "A".

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	STAAR data consistently reveals a significant achievement gap for our Economically Disadvantaged students in in all subjects compared to other populations.	There is a need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Economically Disadvantaged students in all subject areas.

★ = Priority

School Processes & Programs

Summary

We have the following programs in place.

- Mentor and buddy system for new or new to campus teachers.
- After school homework club for struggling students.
- Instructional coaches and administration meeting with teachers during PLC to help improve instruction.
- Struggling students are identified and the Student intervention Team meets routinely to discuss next steps.
- Counselors are aggressive in academic monitoring for all students.
- Social Emotional Learning has been implemented to address students' social needs.
- Mandatory tutoring times every AM and after school Monday-Thursday with schedule posted on multiple platforms.
- Husky Homeroom class (3rd period) has been implemented to meet the individual needs of our students and to support our students through their middle school years both academically and social/emotionally.
- Extensive focus on Tier teaching strategies for all teachers.
- Implementing a recognition platform for highlighting staff and students that are typically "overlooked"

Strengths

Our strengths as a campus and district include.

- Staff turnover rate varies between 5-15% yearly.
- Highly successful students beyond high school graduation.
- A diverse highly certified and motivated staff.
- high expectations and good support from our Central Administration to support learning for all students and staff.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Many students and faculty are not recognized for their achievements and successes.	Size of our campus makes it challenging to recognize students and teachers efficiently and routinely.

★ = Priority

Perceptions

Summary

- High standards and expectations of academic excellence - staff and students
- Growth mindset - adaptable and flexible to meet the needs of all stakeholders
- Keeping communication relevant, timely, and ongoing.
- Implemented a platform for students to recognize staff weekly.
- Improving communication through newsletters, social media and improved website.

Strengths

- Parent, community, PTA support
- Donations
- Academic knowledge and pursuits
- Community service opportunities
- Communication
- High achievement
- Foster growth mindset for all
- Excellent extra curriculars available for all students including robotics, fine arts, athletics and more.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 We are seen as a high achieving affluent campus with high performing students but we have a wide variant in economic status and a 20% economically disadvantaged population.	We have a campus that draws from a wide area that covers West Allen and parts of East Allen that includes neighborhoods that have a high concentration of students that move in and out of the district.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ Student failure and/or retention rates

- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data
- ☒ STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- ☒ Attendance 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
- ☒ School safety data

- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality 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
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

- ☒ 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
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

Ereckson Middle School will provide staff with rigorous, relevant, timely, and well designed supports to cultivate growth, learning and well being.

Evaluation Data Source: Staff professional learning participation and feedback

Staff survey data

Walk-through and observation data

Teacher goal-setting/professional growth data

Staff retention and attendance data

Professional learning agendas and implementation evidence

Strategy 1 Targeted Support Strategy

Utilization of Learning support specialist for teachers regarding best practices and implementation of innovative strategies.

Strategy's Expected Result/Impact: Increased pedagogical discussions and implementation of new and innovative practices resulting in increased student performance

Staff Responsible for Monitoring: Instructional Coaches and Administrators

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Teachers will participate in District-wide Vertical Collaboration to expand instructional best practices, meet student needs, and utilize student data to design instruction and intervention.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Teachers, Administrators, and Instructional Coaches

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

We will enhance and provide intentionally targeted feedback and development of our mentoring for teachers program.

Strategy's Expected Result/Impact: Increase 0-3 new teacher retention as well as new to the district staff.

Staff Responsible for Monitoring: All mentors and Administration

Formative Reviews

Moderate Progress

September

December

March

May

Performance Objective 2

Ereckson Middle School will continue and expand its communication systems and recognition programs for students and staff to strengthen campus culture.

Evaluation Data Source: Communication engagement/participation data

Student and staff recognition records

Attendance and participation in campus events

Discipline/behavior data

Evidence of campus celebrations and recognition programs

Strategy 1

Increase innovative electronic communication methods to reach a larger community of Ereckson students, families, and staff.

Strategy's Expected Result/Impact: Provide timely information through the use of Blackboard, Twitter, Facebook, Instagram, website, Canvas, School Messenger, Skyward, and Smore newsletters for staff and families,

Staff Responsible for Monitoring: All Staff

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Increase participation and activities in staff Sunshine committee

Strategy's Expected Result/Impact: Strengthen staff relationships of the overall campus climate

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Utilize strategies to increase faculty and staff voice and recognition

Strategy's Expected Result/Impact: Create unified language of mission, vision, and core beliefs that further define our work and expectations at Ereckson Middle School

Staff Responsible for Monitoring: All staff

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 3 High Priority

Ereckson Middle School will strengthen instructional practices and student support systems to increase student achievement, close identified performance gaps, and ensure all students experience meaningful academic growth.

Evaluation Data Source: STAAR/EOC assessment data
Common formative assessment data
MAP or other district assessment data
Student achievement and growth data by student group
Classroom walkthrough and observation data
Intervention and enrichment participation/progress data
Student attendance data

Strategy 1 Targeted Support Strategy

Implement Minga student motivation, attendance, praise tracking

Strategy's Expected Result/Impact: Motivate kids for good attendance, school spirit, and extrinsic motivation

Staff Responsible for Monitoring: All Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

Considerable Progress

Goal 2

Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1

Ereckson Middle School will provide students with meaningful opportunities to explore future pathways and develop the academic and problem-solving skills needed for success in high school and beyond.

Evaluation Data Source: Career exploration and interest inventories

AVID/college and career readiness data, if applicable

Student goal-setting activities

CTE and high school program awareness activities

Attendance and participation data

Student academic growth and achievement data

Strategy 1

Implement and utilize Xello

Strategy's Expected Result/Impact: Increase student awareness and participation in advanced courses

Staff Responsible for Monitoring: All staff

Formative Reviews

Considerable Progress

September

December

March

May

Strategy 2

We will advertise and provide improved communication about advanced learning classes provided at middle school and high school levels. We will highlight our annual expo night as well as other informational media.

Strategy's Expected Result/Impact: Increase knowledge and enrollment in advance learning courses and acitivites.

Formative Reviews

Moderate Progress

September

December

March

May

Performance Objective 2 ☒ High Priority

Ereckson Middle School will foster student interest in a variety of school activities including but not limited to, Fine Arts, athletics, and academic clubs and activities.

- Evaluation Data Source:** Student participation/enrollment data by activity
Participation rates among identified student groups
Student climate and engagement survey data
Club, Fine Arts, and athletic participation records
Attendance and participation data
Student and staff feedback
Number and variety of activities offered

Strategy 1

Continue implementation of Hope Squad student group to provide support for struggling students

Strategy's Expected Result/Impact: Enable students to serve as peer contacts for students that might be struggling in order to access additional health resources

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

We will expand the involvement of our clubs in planning activities and community impact.

Strategy's Expected Result/Impact: Students with a stronger sense of pride in school and community.

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 3

Implement Minga

Strategy's Expected Result/Impact: Increase student attendance for tutoring, clubs, events

Staff Responsible for Monitoring: All Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

 Accomplished

September

 Accomplished

December

 Accomplished

March

May

Goal 3

Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1

Ereckson Middle School will provide students with supports to cultivate growth, learning, and healthy habits.

Evaluation Data Source: Counselor referral and support data
Nurse visits and health-related trend data
Discipline/behavior referral data
Student academic growth and achievement data
Student attendance data

Strategy 1

Build curriculum for our Connections class to help students with academic success and gaining high school credit.

Strategy's Expected Result/Impact: To provide dedicated time to increase student awareness and focus on academic success skills

Staff Responsible for Monitoring: All staff

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Plan for new ways to implement SEL opportunities in the classroom and on campus.

Strategy's Expected Result/Impact: Increase student and staff rapport and serve as a tool for building relationships

Staff Responsible for Monitoring: Administration and Teachers

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Utilize the student council to hear and address student concerns and interests.

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2

Ereckson Middle School will develop a Connections class curriculum that will address SEL, academic performance, and preparation for high school and beyond for all students.

Evaluation Data Source: Staff and student surveys
Discipline/behavior referral data
Student academic and achievement data

Strategy 1

Utilize expertise of counselors and master teachers to implement Homeroom activities.

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 3

Ereckson Middle School will implement and develop systems and strategies to improve student attendance.

Evaluation Data Source: Attendance data

Strategy 1

Implement and utilize Minga hall pass system to track and limit out of class time.

Formative Reviews

Some Progress

September

December

March

May



Funding Summary

Funding Summary

Bilingual/ESL: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$2,000.00

CTE: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$334,470.00
+/- Difference					\$334,470.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$898,751.00
+/- Difference					\$898,751.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$245,197.00
+/- Difference					\$245,197.00