

Abilene Independent School District
Craig Middle School
2023-2024 Campus Improvement Plan



Public Presentation Date: July 10, 2023

Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Vision

Equipped Learners. Brighter Futures.

Core Beliefs

CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Craig Middle School has a population of 773 students. Demographically this breaks down into the following groups as of 6/21/2023: African/American (16%), Hispanic (48%), White (32%), American Indian (.13%), Asian (1%), and two or more races (3%). 75% of the total student population is economically disadvantaged, which is a significant increase in the previous year's data. ELL students make up 9% of the student body, an increase of 1% from the 2022-2023 school year. Special Ed students comprise 17% of our Craig population.

At Craig we house the Therapeutic Intervention Program for MS. We serve students that struggle with mental health and need supports to be successful in school and life. We currently serve 22 students with 75+ being served on an as needed basis. We also have PALS and ADAPT classes at Craig that serve our students identified as ID. In PALS we served 12 students and in ADAPT we served 9 students for the 22-23 school year.

For the 22-23 school year our average class size was 20:1. We will be closer to 23:1 for the 23-24 school year.

Demographics Strengths

More students identified as EcoDis to better serve the needs.

Awaiting STAAR data to determine specific demographic academic strengths. Will update come Fall 2023.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increased number of EcoDis students from 55% to 75%. **Root Cause:** More accurate identification of students at-risk, provides a challenge to support 75% of the campus with social, emotional and academic needs.

Student Learning

Student Learning Summary

Reading STAAR 2023

Overall Data

- 71% of students achieved Approaches
- 42% of students achieved Meets
- 21% of students achieved Masters

6th Grade

- 68% of students achieved Approaches
- 41% of students achieved Meets
- 20% of students achieved Masters

7th Grade

- 72% of students achieved Approaches
- 42% of students achieved Meets
- 19% of students achieved Masters

8th Grade

- 74% of students achieved Approaches
- 43% of students achieved Meets
- 23% of students achieved Masters

Math STAAR 2023

Overall Data

- 73% of students achieved Approaches
- 38% of students achieved Meets
- 14% of students achieved Masters

6th Grade

- 67% of students achieved Approaches
- 26% of students achieved Meets
- 9% of students achieved Masters

7th Grade

- 51% of students achieved Approaches
- 24% of students achieved Meets
- 8% of students achieved Masters

8th Grade

- 72% of students achieved Approaches
- 33% of students achieved Meets
- 6% of students achieved Masters

Algebra 1

- 100% of students achieved Approaches
- 67% of students achieved Meets
- 33% of students achieved Masters

Science STAAR 2023

8th Grade

- 67% of students achieved Approaches
- 36% of students achieved Meets
- 9% of students achieved Masters

US History STAAR 2023

8th Grade

- 48% of students achieved Approaches
- 18% of students achieved Meets
- 9% of students achieved Masters

Projected Domain 3 Accountability Data

	2022 Value	Values Currently Under Review Projections May Change Per TEA 2023
Academic achievement	1 out of 20	16 out of 32
Academic growth	8 out of 18	11 out of 32

	2022 Value	Values Currently Under Review Projections May Change Per TEA 2023
English language proficiency	0 out of 1	4 out of 4
Student success	0 out of 11	7 out of 16

Student Learning Strengths

Relative Performance	Grew significantly: went from a 69 (STAAR 2022) to an 80 (STAAR 2023) PROJECTED RESULTS not FINAL School Report Card Data
Masters	<ul style="list-style-type: none"> • 6th RLA & 7th Math only 2% below state average • 8th RLA 8% above district average
Approaches	8th Math only 2% below state average; 14% above district average
Student Tracking and Goal Setting	Student tracking charts were used consistently in core classes where TIA applied to to involve students in the growth process. Evidence: STAAR Growth went from a 69 to an 80.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack the rigor in Tier 1 instruction to have more students perform at Meets and Masters on STAAR 2023. **Root Cause:** Tier 1 instruction addressed student gaps for low performing students, but did not address academic achievement for medium and high students.

School Processes & Programs

School Processes & Programs Summary

For the 22-23 school year we provided new teachers to Craig support through the Grade Level Chairs throughout each 6 weeks. New teachers to the profession were supported through monthly meetings with our IS, CHAMPS coaches, Teacher Coaches and content coaches to help the teachers integrate, plan and adapt to school life. This school year Craig MS participated in TIA (Teacher Incentive Allotment). Through the T-TESS process and MAP data results, teachers were able to earn designations based on their T-TESS ratings and the percent of student growth on MAP from BOY to EOY.

CARE Team was implemented this school year to better serve our students on campus and ensure the right supports were being offered in a timely manner. The CARE Team members were the counselors, principal, behavior liaison, TIP teacher, CIS and our campus social worker. Members were added throughout the year as various student needs were discussed and services provided.

Foundation Team served as the leading force on campus to determine a common vocabulary and process to manage students and provide clear established expectations. This team did research throughout the campus and made changes to our various process to better address student needs.

Math and RLA Content Professional Learning Communities (CPLCs) met weekly to review data and plan instruction. Science and Social Studies CPLCs met bi-monthly to review data and plan instruction.

For the 22-23 school year, an advisory period was added to address SEL, track academic progress and provided HB4545 intervention to the students who needed extra support.

Our Leadworthy and Investigative Careers class partnered with the LIFT and took several field trips throughout the school year to help bridge the gap for future CTE options in high school.

The Craig Safety and Security Team functioned exceptionally well for the 22-23 school year. The monthly meetings and teacher/staff trainings provided the campus with the support to better address campus safety needs. This was accomplished through BOY PD, Monthly faculty meeting trainings, and email feedback from security sweeps and drill debriefs. Overall our safety and security team did an excellent job meeting the requirements that changed for the 22-23 school year.

School Processes & Programs Strengths

For the 23-24 school year we are only hiring 11 new employees compared to 27 employees for the 22-23 school year. Feedback from teacher survey stated that teachers felt highly supported and valued.

CARE Team was a huge success streamlining our resources to meet the needs of more students throughout the school year.

Foundations Team did a great job collecting data and adjusting process to meet the needs of the students throughout the school year.

Investigative Careers capitalized on the LIFT and helped students connect to future CTE options.

Pairing the Advisory period and SEL was a huge success. The entire campus were able to participate as a whole and also individual class activities displayed throughout the campus to support the SEL learning.

Safety and Security Team a wonderful job training, providing ongoing support and feedback for growth. This enable our campus to address any issue as they arose throughout the school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): More social, emotional and academic needs than resources to meet those needs. **Root Cause:** Still trying to recover from COVID trauma and COVID learning loss.

Perceptions

Perceptions Summary

For the 22-23 school year, our Craig staff and student body focused on a positive campus culture.

Examples:

Friday-Colt Cart, students spend colt bucks earned through positive choices, Honors breakfast each six weeks, meet to honor students who are leading well at Craig, Reward day each six weeks for A and A/B honor roll, Pep Rallies throughout the school year (4 total) to highlight the great things going on at Craig. These are just a few examples of how we focused on the positive things at Craig.

Our safety team did a wonderful job training and providing feedback to help us all know what to do in an emergency. Parent communication was paramount to ensure all stakeholders were informed and on the same page.

Our PTA was non existent since COVID. So during the 22-23 school year a PTO was started. During the May meeting officers for the 23-24 school year were voted on. This should provide the structure to better engage and support the community.

Overall, teacher retention is higher. Based on the grade level chair and Foundation Team feedback, teachers felt supported and valued. We hired 24 certified staff for the 22-23 school year (30% new certified staff) vs. 12 certified staff for the 23-24 school year (only 12% new certified staff).

Perceptions Strengths

Overall, teacher retention is higher. Based on the grade level chair and Foundation Team feedback, teachers felt supported and valued. We hired 24 certified staff for the 22-23 school year (30% new certified staff) vs. 12 certified staff for the 23-24 school year (only 12% new certified staff).

Starting a PTO that will be active throughout the entire 23-24 school year.

Continuing all the positive activities and adding more to support positive student choices.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Negative perception about middle school **Root Cause:** Not telling our story adequately

Priority Problem Statements

Problem Statement 1: Lack the rigor in Tier 1 instruction to have more students perform at Meets and Masters on STAAR 2023.

Root Cause 1: Tier 1 instruction addressed student gaps for low performing students, but did not address academic achievement for medium and high students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: More social, emotional and academic needs than resources to meet those needs.

Root Cause 2: Still trying to recover from COVID trauma and COVID learning loss.







Problem Statement 2 Areas: School Processes & Programs

Goals

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 1: Craig Middle School will provide opportunities for students to be introduced to skills, strategies, and concepts related to future success in college and the workforce, with the goal of each student formulating a 5 year plan by the end of 8th grade.





Evaluation Data Sources: 5 Year Plans of 8th Grade students by May 2024.

Strategy 1 Details		Reviews			
Strategy 1: Thursdays (once a month) students will wear spirit or college t-shirts and all Fridays will be Colt Spirit Dress. Strategy's Expected Result/Impact: Ongoing feedback and conversations with students Staff Responsible for Monitoring: All Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Campus Budget		Formative			Summative
		Oct	Jan	Apr	June
					
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Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 2: Teachers (Math, Reading, Social Studies & Science) will participate in a minimum of 2 per month collaborative teams a semester for the 2023-2024 school year.

Evaluation Data Sources: PLC agendas and minutes

Strategy 1 Details	Reviews			
Strategy 1: Grade level content areas will meet a minimum of 4 times a six weeks to plan and address instructional needs. Strategy's Expected Result/Impact: Common Assessment Scores; Benchmark scores; STAAR scores Staff Responsible for Monitoring: TEAM Leaders, PLC Team members, Instructional Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - Campus Budget	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: 2) PLC Teams will administer a common assessment once a six weeks, which is designed and agreed on by all members of the PLC team. The results of the assessment will be entered into Eduphoria and will guide the discussion of student progress and need for interventions. Strategy's Expected Result/Impact: Common Assessment Scores Staff Responsible for Monitoring: TEAM Leaders, PLC Team members, Instructional Specialist, Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - Campus Budget	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



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Performance Objective 2 Problem Statements:





Student Learning







Problem Statement 1: Lack the rigor in Tier 1 instruction to have more students perform at Meets and Masters on STAAR 2023. **Root Cause:** Tier 1 instruction addressed student gaps for low performing students, but did not address academic achievement for medium and high students.

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 3: Craig Middle School will implement strategies to raise our daily attendance rate, with the goal of raising our rate by 2% compared with 2023 EOY data to 2024 EOY data. Such as: attendance rewards, contacting parents weekly for tardies and absences, grade level attendance challenge by six weeks...

Evaluation Data Sources: Overall Daily Attendance Rate May 2024

Strategy 1 Details	Reviews			
Strategy 1: Relaunch CHAMPS and Foundations to create a climate and culture where students feel valued and accepted. Strategy's Expected Result/Impact: Increase in overall daily attendance rate Staff Responsible for Monitoring: Teachers, Foundations Team, Admin Staff Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: - Campus Budget	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: A variety of student panels will meet a minimum of 6 times throughout the school year to address various ideas and challenges on campus. Strategy's Expected Result/Impact: Increase in overall daily attendance rate Staff Responsible for Monitoring: Admin Team, Team Leads Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Campus Budget	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Create opportunities for student to participate in school activities that encourage higher attendance and reduced tardies such as: earned recess, game time, library fun, etc. Strategy's Expected Result/Impact: Reduced absences and tardies Staff Responsible for Monitoring: Admin Team Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: 6th Grade Sports Incentives and supplies for students - Title I, Part A - \$787.06	Formative			Summative
	Oct	Jan	Apr	June
				
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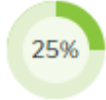





Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: More social, emotional and academic needs than resources to meet those needs. Root Cause: Still trying to recover from COVID trauma and COVID learning loss.

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 4: 100% of staff/faculty at Craig Middle School will continue implementing Safe and Civil School through our Foundations Team and the use of CHAMPS to address classroom and campus common spaces expectations with a minimum of 8 meetings.

Evaluation Data Sources: Foundations Team Agendas, Discipline Data, Student Panels Meeting Minutes, Faculty Meeting Agenda

Strategy 1 Details	Reviews			
Strategy 1: Craig Middle School teachers/staff will participate in professional development throughout the year to gain a general understanding of how to effectively use CHAMP activities. Teachers will implement required CHAMPS activities and transition that will be posted in all classrooms. Strategy's Expected Result/Impact: Ongoing feedback from teachers Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principals Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Mentorship program for all new teachers to the profession. Teachers will be teamed up with a seasoned teacher to help tackle classroom management and instructional structures/systems to provide quality instruction root in building positive relationships. Strategy's Expected Result/Impact: Decreased office referrals due to the development of quality classroom management, retain good new teachers in the profession Staff Responsible for Monitoring: Instructional Coaches and admin staff. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 4 Problem Statements:









School Processes & Programs
Problem Statement 1: More social, emotional and academic needs than resources to meet those needs. Root Cause: Still trying to recover from COVID trauma and COVID learning loss.

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 5: Craig Middle School will use PBIS Strategies to: improve the overall school climate; reduce the number of discipline referrals, ISS, DAEP, and Home Suspension placements; build positive relationships with students; reduce bullying and student-to-student conflicts; encourage self-awareness and management of one's own emotions. Decrease discipline referrals by 10% for the 2023-2024 school year.

Evaluation Data Sources: EOY Climate Survey and Discipline Reports May 2023

Strategy 1 Details	Reviews			
Strategy 1: Utilize restorative practices for students who are asked to leave classroom. Partnering with teachers, parents and students to create a workable plan of action for social and academic success. Strategy's Expected Result/Impact: Reduction in hall disciplinary incidents by the end of the school year. Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principal, Principal, Instructional Specialist Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: ELR Large Post it note paper to support learning and engagement - Title I, Part A - \$222.03	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Consistently review hallway traffic patterns and adjust as needed to meet the areas of need. In addition, we have placed stantions in the hallways to block off parts of the hallways with high numbers of incidents from last year. Strategy's Expected Result/Impact: End of year climate survey Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Campus Budget	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details		Reviews			
Strategy 3: 3) Craig Middle School has posted expectations for the hallway, restrooms, cafeteria, and locker rooms. These expectations contain three to four statements of appropriate behaviors. These are a part of the CHAMP program. We are teaching them school wide and teachers/staff reinforce them as needed throughout the school day. Strategy's Expected Result/Impact: Reduction in student misbehaviors in the cafeteria, hallways, restrooms and locker rooms Staff Responsible for Monitoring: Foundations Team, Principal, Assistant Principals, Instructional Specialist, Behavior Specialist Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - Campus Budget		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 4 Details		Reviews			
Strategy 4: Teachers and staff hand out "Colt Cash" for students who are caught doing good, displaying appropriate behaviors or good manners, helping out others in need, demonstrating good citizenship, or showing improved behavior. Students are able to redeem the Colt Cash for PBIS rewards such as being able to eat lunch on the patio with a friend, eat lunch in a teacher's classroom, receive a candy bar, receive free admission to a home game, free snack at lunch, etc. Strategy's Expected Result/Impact: End of year climate survey, Reduced Discipline referrals Staff Responsible for Monitoring: Foundations Team, Principal, Assistant Principals, Instructional Specialist, Behavior Interventionist Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 Funding Sources: - Campus Budget		Formative			Summative
		Oct	Jan	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 5 Problem Statements:

School Processes & Programs









Problem Statement 1: More social, emotional and academic needs than resources to meet those needs. **Root Cause:** Still trying to recover from COVID trauma and COVID learning loss.

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 6: 100% of staff/faculty at Craig Middle School will be trained and implement Capturing Kids' Hearts to address campus culture and build positive relationships.

High Priority

Evaluation Data Sources: Process Champions Agendas, Discipline Data, Faculty Meeting Agenda, survey results

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff trained in Capturing Kids' Hearts relationship, teaching and leadership model. Strategy's Expected Result/Impact: Positive campus and classroom culture Staff Responsible for Monitoring: Admin Team Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of classroom utilize the components of CKH. Strategy's Expected Result/Impact: Positive classroom culture, reduced behavior problems, reduced time students are out of class Staff Responsible for Monitoring: Admin Team Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 6 Problem Statements:






School Processes & Programs
Problem Statement 1: More social, emotional and academic needs than resources to meet those needs. Root Cause: Still trying to recover from COVID trauma and COVID learning loss.





Goal 2: Expect and support active learner engagement in classrooms.






Performance Objective 1: Craig Middle School will raise STAAR scores for 2024 for all students on reading extended constructed response from 37% scoring 5 or higher (2023) to 65% scoring a 5 or higher (2024) and mathematics from 73% approaches, 38% meets and 14% masters (2023) to 80% or higher approaches, 50% or higher meets, and 26% or higher masters. (2024).

High Priority
Evaluation Data Sources: STAAR Results in June 2024

Strategy 1 Details	Reviews			
Strategy 1: 1) Utilize Master Schedule to create to address student needs through: double block or two periods math in 7th and 8th grades; or Behavior Interventionists to help with social/emotional at-risk students. Strategy's Expected Result/Impact: Improved scores on common assessments, benchmark, and STAAR tests Staff Responsible for Monitoring: Team Teachers in Each Grade Level Instructional Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - State Comp Ed - 164 - \$1,000	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details		Reviews			
Strategy 2: 2) Utilize Master Schedule to provided math & reading intervention for 6th, 7th and 8th grade students through programs like Reading, Reading Lab and Math Lab. Strategy's Expected Result/Impact: Improved scores on reading inventories, program assessments, STAAR tests Staff Responsible for Monitoring: LLI Teachers, Reading Teachers, Special Education Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Snap Words Vocabulary Support Resource - Title I, Part A - \$314.12, Nearpod - Title I, Part A - \$159		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 3 Details		Reviews			
Strategy 3: Content Mastery provided for our Special Education population to address individual needs and accommodations. Strategy's Expected Result/Impact: Improved Six Weeks grades in courses; Improved results on summative assessments Staff Responsible for Monitoring: Content Mastery Staff, Special Education department chair, Instructional Specialist, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Campus Budget		Formative			Summative
		Oct	Jan	Apr	June
					

Strategy 4 Details	Reviews			
Strategy 4: Utilize hands on, technology and/or web-based resources to help students close the gaps in their core subjects. Strategy's Expected Result/Impact: Impact growth in core subjects and on STAAR 2024. Staff Responsible for Monitoring: Admin Team and IF Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Paper to support instruction and student learning - Title I, Part A - \$1,484, Superior Text leveled Books to support learning - Title I, Part A - \$433.35, Headsets with speaking mics - Title I, Part A - \$2,480, Chromebooks - Title I, Part A - \$43,252.92, Chromebook Carts - Title I, Part A - \$4,343.31, School Specialty-- Calculators - Title I, Part A - \$121.60, Scholastic - Title I, Part A - \$243.94, Nearpod - Title I, Part A - \$7,650, Newslea - Title I, Part A - \$8,664, School Speciality - Calculators - Title I, Part A - \$157.80	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Implement IXL in Math, ELA, Science, and Social Studies to provide intervention assistance to 6th - 8th grade students. Strategy's Expected Result/Impact: Impact growth in core subjects and on STAAR 2024. Staff Responsible for Monitoring: Admin Team and IF Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: IXL Site Licenses, Grade 6-7 500+ Students - Title I, Part A - \$10,119, IXL Licenses Grade 8 - Title I, Part A - \$5,571.09	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 6 Details		Reviews			
Strategy 6: Instructional Support through aides help meet academic needs and growth goals for at-risk population such as, EB students, STAAR Failures, and in class support to help students grow a level on STAAR. Strategy's Expected Result/Impact: Increased performance on CFAs and STAAR 2024. Staff Responsible for Monitoring: Admin Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: ESL Instructional Aide - Title I, Part A - \$24,000, Learning Loss Aide - Title I, Part A - \$24,000, Instructional Aide to support at risk students - Title I, Part A - \$24,000		Formative			Summative
		Oct	Jan	Apr	June
		N/A			
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Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 1: Lack the rigor in Tier 1 instruction to have more students perform at Meets and Masters on STAAR 2023. Root Cause: Tier 1 instruction addressed student gaps for low performing students, but did not address academic achievement for medium and high students.







Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 2: 70% of Craig students will increase STAAR performance growth measure for reading and math on STAAR 2024.

High Priority

Evaluation Data Sources: MAP growth information, STAAR data June 2024.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students track performance data throughout the school year and track growth. Strategy's Expected Result/Impact: Implementation of PLCs, teacher and student ownership of the learning and Increased performance and measurable growth. Staff Responsible for Monitoring: Teachers (Math, Science, Reading & Social Studies; IS, and Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: campus budget for tutorials - Campus Budget, CIS for resource - Campus Budget	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize research proven resources, such as, technology or other hands on materials to address gaps in learning to ensure student growth on STAAR. Strategy's Expected Result/Impact: 70+% meet growth goal for STAAR. Staff Responsible for Monitoring: Admin Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: IXL or other web based programs - Title I, Part A - \$15,000	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details		Reviews			
Strategy 3: Provide targeted support through tutoring or small group instruction to address student individual needs to maximize growth for the 23-24 school year. Strategy's Expected Result/Impact: 2024 STAAR, MAP and TELPAS Scores EOY. Staff Responsible for Monitoring: Admin Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Tutors Temp Employee or PT/FT Employee - Title I, Part A - \$75,000, Supplemental Tutoring Allocation - State Comp Ed - \$8,800		Formative			Summative
		Oct	Jan	Apr	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: Lack the rigor in Tier 1 instruction to have more students perform at Meets and Masters on STAAR 2023. Root Cause: Tier 1 instruction addressed student gaps for low performing students, but did not address academic achievement for medium and high students.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 3: 85% of students through core classes will track growth on MAP data or classroom assessments to achieve growth on STAAR, MAP EOY or Unit Exams.

High Priority

Evaluation Data Sources: 2024 STAAR data, MAP EOY 2024 Data, Report Cards

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will create a tracking chart and set goals to grow from BOY to MOY and MOY to EOY on MAP. Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Admin Staff Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will attend PD to support student growth in Math, Science and Reading to reflect on MAP and STAAR scores. Strategy's Expected Result/Impact: Increased EOY MAP scores and 2024 STAAR scores reflect growth. Staff Responsible for Monitoring: Admin Team Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Science Teacher PD Conferences to Support instruction - Title I, Part A - \$1,710, Carnegie Learning Teacher Coaching - Title I, Part A - \$30,000	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:







Student Learning

Problem Statement 1: Lack the rigor in Tier 1 instruction to have more students perform at Meets and Masters on STAAR 2023. **Root Cause:** Tier 1 instruction addressed student gaps for low performing students, but did not address academic achievement for medium and high students.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Craig Middle will utilize our Social Worker, CIS and Behavior Liaison to address our EcoDis population to impact academics (Reading STAAR 2023 ?? to ?? passing in 2024; Math STAAR 2023 ?? to ?? passing in 2024) and social emotional needs.







Evaluation Data Sources: STAAR Data 2024, Lesson Plans SEL, Master Schedule, CIS logs

Strategy 1 Details	Reviews			
Strategy 1: Utilize campus technology to access instructional supports for academics and social emotional learning. Strategy's Expected Result/Impact: Technology progress on various assignments throughout the year Staff Responsible for Monitoring: Teacher, IS, Behavior Interventionist, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Campus Budget	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: 100% of Identified students based on severity of need will have access to resources to meet student mental, physical and emotional needs.

Evaluation Data Sources: Case Logs, CARE TEAM Minutes, MTSS Data, Behavior Liaison Data

Strategy 1 Details	Reviews			
Strategy 1: 100% of Identified students with parent permission will have access to supports and resources through the Communities in Schools, campus social worker, and/or campus behavior supports. Strategy's Expected Result/Impact: Reduce the number of students struggling with mental health, physical and academic needs. Staff Responsible for Monitoring: Admin Team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: More social, emotional and academic needs than resources to meet those needs. Root Cause: Still trying to recover from COVID trauma and COVID learning loss.

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 1: Student panels will be conducted a minimum of 6 times a year for each student group to voice their ideas, concerns and solutions.



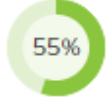





Evaluation Data Sources: Meeting agendas and minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Targeted groups will be identified to create varied student panels to address the varied needs on campus (ex: Athletics, Discipline, Fine Art, etc.)</p> <p>Strategy's Expected Result/Impact: Student buy-in to campus expectations and increased student ownership of learning and behavior.</p> <p>Staff Responsible for Monitoring: APs, IS, Behavior Interventionist, Principal</p> <p>Title I: 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 2: Craig faculty and staff will post on a social media platform a minimum of 1X per week for the 23-24 school year to tell Craig's story.







Evaluation Data Sources: Dated postings on social media, Remind logs and School Messenger report.

Strategy 1 Details	Reviews			
Strategy 1: School Messenger communication will go out to parents a minimum of 2x's a month to communicate Craig news. Strategy's Expected Result/Impact: Connection between school and home. Staff Responsible for Monitoring: Admin Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Post 1x a week on Facebook about current events at Craig to highlight students and staff. Strategy's Expected Result/Impact: Provide a well rounded picture of Craig and the activities that take place in the classroom and on campus. Staff Responsible for Monitoring: Admin Team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 1: One time a month (September through May) with the CARE Team will meet to identify and track At-Risk students to provide needed services.







Evaluation Data Sources: Case Logs

Strategy 1 Details		Reviews			
Strategy 1: 100% of Identified students with parent permission will have access to supports and resources through the Communities in Schools, campus social worker, and/or campus behavior supports. Strategy's Expected Result/Impact: Reduce the number of students struggling with mental health, physical and academic needs. Staff Responsible for Monitoring: Admin Team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Apr	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 2: 100% of 7th grade students will receive health screening provided by district nursing staff that will check hearing, vision, blood pressure and scoliosis.







Evaluation Data Sources: Nurse data and evaluation information for all 7th grade students

Strategy 1 Details	Reviews			
Strategy 1: Nurse will create a schedule to conduct screenings with all 7th grade students and create a tracking system to address students that enroll throughout the year based on screening guidelines. Strategy's Expected Result/Impact: All students are screened and no one falls through the gap. Staff Responsible for Monitoring: Nurse, Counselors and Registrar Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 3: Craig Middle School will meet 100% of our Title 1 expectations for the 2023-2024 school year.

Evaluation Data Sources: Title 1 Crate

Strategy 1 Details	Reviews			
Strategy 1: Provide resources, snacks and other needed materials to support parent engagement (meetings, events and other activities). Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Admin Team & Parent Liaison Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Light snacks for family engagement events - Title I, Part A - \$2,000, General supplies to support family engagement - Title I, Part A - \$2,018, Sam's Club Turkey Dinner on a Budget - Title I, Part A - \$46.98, Sam's Club PAC Meeting - Title I, Part A - \$46.42, HEB PAC Meeting - Title I, Part A - \$93.19, PFE Meeting - Title I, Part A - \$74.45	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	1) Utilize Master Schedule to create to address student needs through: double block or two periods math in 7th and 8th grades; or Behavior Interventionists to help with social/emotional at-risk students.
2	3	1	Teachers and students will create a tracking chart and set goals to grow from BOY to MOY and MOY to EOY on MAP.
3	2	1	100% of Identified students with parent permission will have access to supports and resources through the Communities in Schools, campus social worker, and/or campus behavior supports.
5	1	1	100% of Identified students with parent permission will have access to supports and resources through the Communities in Schools, campus social worker, and/or campus behavior supports.

Title I

1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's ***Needs Assessment*** section.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Documentation is in Plan4Learning's ***Formative and Summative Year-End Reviews*** section.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Campus Funding Summary

Campus Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
2	1	3			\$0.00
2	2	1	campus budget for tutorials		\$0.00
2	2	1	CIS for resource		\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		164	\$1,000.00
2	2	3	Supplemental Tutoring Allocation		\$8,800.00
Sub-Total					\$9,800.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	6th Grade Sports Incentives and supplies for students		\$787.06
1	5	1	ELR Large Post it note paper to support learning and engagement		\$222.03
2	1	2	Snap Words Vocabulary Support Resource		\$314.12
2	1	2	Nearpod		\$159.00
2	1	4	Superior Text leveled Books to support learning		\$433.35
2	1	4	Chromebook Carts		\$4,343.31

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	School Specialty--Calculators		\$121.60
2	1	4	Nearpod		\$7,650.00
2	1	4	Newslea		\$8,664.00
2	1	4	Paper to support instruction and student learning		\$1,484.00
2	1	4	Scholastic		\$243.94
2	1	4	School Speciality - Calculators		\$157.80
2	1	4	Headsets with speaking mics		\$2,480.00
2	1	4	Chromebooks		\$43,252.92
2	1	5	IXL Licenses Grade 8		\$5,571.09
2	1	5	IXL Site Licenses, Grade 6-7 500+ Students		\$10,119.00
2	1	6	Learning Loss Aide		\$24,000.00
2	1	6	ESL Instructional Aide		\$24,000.00
2	1	6	Instructional Aide to support at risk students		\$24,000.00
2	2	2	IXL or other web based programs		\$15,000.00
2	2	3	Tutors Temp Employee or PT/FT Employee		\$75,000.00
2	3	2	Science Teacher PD Conferences to Support instruction		\$1,710.00
2	3	2	Carnegie Learning Teacher Coaching		\$30,000.00
5	3	1	PFE Meeting		\$74.45
5	3	1	General supplies to support family engagement		\$2,018.00
5	3	1	Sam's Club Turkey Dinner on a Budget		\$46.98
5	3	1	Light snacks for family engagement events		\$2,000.00
5	3	1	Sam's Club PAC Meeting		\$46.42
5	3	1	HEB PAC Meeting		\$93.19
Sub-Total					\$283,992.26