

Abilene Independent School District
Clack 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

1. School

Clack Middle School is a 6-8th grade campus in Abilene ISD, located in Abilene, Texas. The tables below displays the demographics of students and staff.

School year	Total Enrollment
2018-2019	888
2019-2020	841
2020-2021	724
2021-2022	700
2022-2023	691

2. Student Race/Ethnicity

Race	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
African American	18.70%	17.60%	16.2%	15.42%	16%
Hispanic	38.60%	39%	41.30%	43.47%	43%
White	33.40%	34.10%	33.30%	32.64%	32%
Asian	3.60%	3.60%	2.30%	2.50%	3%
Two or More Races	5%	5.30%	6.40%	5.14%	5%
Total Students	888	865	724	700	691

3. Student Groups (5 Groups)

Group	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Economically Disadvantaged	71.70%	67.90%	70.60%	68.20%	74.8%
English Learner	5.30%	6%	5.70%	9.86%	8.4%
Mobility Rate	18.60%	*	*	*	*
Special Education	14.90%	15%	18.10%	16.67%	18.2%
At-Risk	58.60%	62.10%	62.70%	65.97%	53.5%
Total Students Reported	888	865	724	720	691

* Information not available at the time of reporting.

4. Staff Data

Staff Information	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Total Staff	74.7	100%	86	100%	75.3	100%	86	100%	86	100%
Professional Staff	65.9	88.20%	72	72%	67.7	89.90%	73	83.70%	76	88%
Teachers	57.9	77.50%	61	85%	59.3	78.70%	64	74.40%	49	57%
Professional Support	5	6.70%	6	8%	5.4	7.20%	4	4.70%	10	11.6%
Campus Administration	3	4%	5	7%	5	6.60%	5	5.80%	4	4.6%
Education Aides	8.8	11.80%	11	12.70%	7.6	10.10%	8	9.30%	10	11.6%
Librarians	1	1.30%	1	1.10%	1	1.30%	1	1.20%	1	1.1%
Counselors	2	2.70%	2	2.30%	2	2.70%	2	2.30%	2	2.3%

Teachers by Ethnicity and Sex	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
African American	2	3.50%	2	3.30%	2	3.40%	4	6.30%	2	4.08%
Hispanic	10.9	18.80%	8	13.30%	10.4	17.60%	11	17.20%	9	18.37%
White	45	77.70%	50	83.3%	46.8	79%	47	73.30%	38	77.55%
American Indian	0	0%	0	0%	0	0%	1	1.60%	0	0%
Asian	0	0%	0	0%	0	0%	1	1.60%	0	0%
Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
Two or More Races	0	0%	0	0%	0	0%	0	0%	0	0%
Males	13.1	22.60%	18	30%	17.1	28.80%	18	28.1%	13	26.67%
Females	44.8	77.40%	42	70%	42.2	71.20%	46	71.9%	36	73.47%

Teachers by Highest Degree Held	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
No Degree	0	0%	0	0%	0	0%	0	0%	0	0%
Bachelor's	39.9	69%	52	86.70%	46.3	78.10%	47	73.4%	32	61.5%
Master's	17.9	31%	8	1.30%	13	21.90%	17	26.6%	19	36.5%
Doctorate	0	0%	0	0%	0	0%	0	0%	1	2%

Teachers by Years of Experience	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Beginning Teachers	2	3.50%	16	26.60%	10.8	18.20%	3	4.70%	2	3.4%
1-5 Years Experience	16.8	29%	12	20%	11	18.60%	19	29.70%	21	36.2%
6-10 Years Experience	8	13.80%	7	11.60%	10	16.90%	16	25%	16	27.5%
11-20 Years Experience	12.1	20.90%	10	16.70%	12.1	20.40%	13	20.30%	13	22.4%
Over 20 Years Experience	19	32.80%	15	25%	15.4	26%	13	20.30%	6	10.3%
Average Years Experience of Teachers	14.5		10.8		12.3		11.1			
Average Years Experience of Teachers with District	11.7		8.8		9.4		7.4			

5. Parent/Guardian/Community

The community that feeds into Clack Middle School contains the neighborhoods south and west of Loop 322 from Buffalo Gap Rd. to Overland Trail. The community speaks a variety of languages with a diverse population of students.

The Clack Middle School PTO is displayed in the table below.

PTO Membership	2018-19	2019-20	2020-21	2021-2022	2022-2023
Parents	1	16	*	3	9
CMS Staff	0	10	*	16	4
Total Members	1	26	*	19	13

Demographics Strengths

Clack Middle School has balance of newer and veteran staff. 46.6% of the teachers have 11 or more years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The ratio of race makeup of the staff doesn't represent the ratio of race differences within the student body. **Root Cause:** There is a lack of diverse applicants within the applicant pool.

Student Learning

Student Learning Summary

6. Student Outcomes and Performance

Math

6th Grade Spring Benchmark scores show 49.07% Approaches, 11.11% Meets, and 0% Masters.

6th Grade Math STAAR scores show 64.25% Approaches, 30.77% Meets, and 7.69% Masters.

- Areas of need for closing the gap for academic achievement (percent at Meets Grade Level or above)
 - Economically Disadvantaged: 23.49% (-7.28%)
 - Hispanic: 20.65% (-10.12%)
 - Black/African American: 20.69% (-10.08%)
 - LEP: 7.14% (-23.63%)
 - SPED: 10.53% (-20.24%)

7th Grade Spring Benchmark scores show that 40.71% Approaches, 11.5% Meets, and 2.65% Masters.

7th Grade Math STAAR scores show 44.35% Approaches, 17.15% Meets, and 3.35% Masters.

- Areas of need for closing the gap for academic achievement (percent at Meets Grade Level or above)
 - Economically Disadvantaged: 11.86% (-5.29%)
 - Black/African American: 11.9% (-5.25%)
 - LEP: 0% (-17.15%)
 - SPED: 2.94% (-14.21%)

8th Grade Spring Benchmark scores show 31.25% Approaches, 3.75% Meets, and 0.62% Masters.

8th Grade Math scores show 47.53% Approaches, 10.49% Meets, and 0% Masters.

- Areas of need for closing the gap for academic achievement (percent at Meets Grade Level or above)
 - LEP: 0% (-10.49%)
 - SPED: 0% (-10.49%)

8th Grade Algebra I EOC scores show 96.67% Approaches, 68.33% Meets, and 33.33% Masters.

English/Language Arts

STAAR data from 6-8th Reading/7th Grade Writing:

6th grade Reading scores that approached grade level were 50.91% Approaches, 19.09% Meets, and 8.64% Masters. Hispanic student group scored the lowest with 44.44%

approaches, 12.22% Meets and 4.44% Masters.

7th grade Reading scores that Approached grade level were 59.92%, 32.91% Meets and 16.03% Masters. Lowest scoring group was Black/African- 21.43% Meets.

8th Grade Reading scores that Approached grade level were 67.57%, 35.59% Meets and 13.96% Masters. Lowest scoring group was Black/African American- 18.6% Meets.

7th Grade Writing scores that Approached grade level were 52.92%, 20.42% Meets and 2.5% Masters. Lowest scoring group was Economically Disadvantaged at 14.69% Meets.

Science

The data below indicates areas of weakness within the science department based on benchmark and STAAR data from the 2020-2021 school year along with potential gaps from the 2019-2020 school year.

2020-2021 Fall Benchmark: Approaches- 59% Meets- 22% Masters- 11%

2020-2021 STAAR Test: Approaches- 71% Meets- 41% Masters- 24%

6.6B. Calculating Density. Based on STAAR data for Clack during the 2017-2018 school year we had a 57% correct score on this TEKS, and in year 2018-2019 we had a 54% correct score.

Our students need more manipulation between volume, mass, and density because comprehension doesn't transfer well from 5th grade to 6th grade. The students need more time to better understand these concepts because there isn't enough time in our scope and sequence.

6.8 Force and motion. Test scores on our benchmark for all TEKS in 6.8 showed that 55% of the students answered these questions incorrectly. The TEKS are directly tied to the 8th grade Readiness standard of 8.6B.

Our students need more practice with understanding mathematical expressions, and more time on calculators to help with calculating these problems. (Effective 2019, calculators became usable on the 8th grade STAAR test)

2020-2021 Spring Benchmark Scores

TEKS	Percentage of students that answered the questions correctly
6.8A	44%
6.8C	18%
6.8D	37%

Social Studies:

2020-21 Fall Benchmark: Approaches - 55.8% Meets - 31.5% Masters - 10.7%

2020-21 Spr Benchmark: Approaches - 45.6% Meets - 22.8% Masters - 9.3%

2021-21 Soc Stu STAAR: Approaches - 48.2% Meets - 21.6% Masters - 8.1%

Based on the 8th grade benchmark testing in 2019, the following TEKS had low scoring percentages:

8.1a, 39.78%, identify major eras and events through 1877 (the Age of Jackson)

8.2, 37.55%, understand causes of exploration and colonization eras

8.3c, 36.43%, understands foundations of representative government in the U.S.

8.4- understands significant political and economic issues of the Revolutionary Era

- **C**, 39.48%, The American Revolution

- **D**, 39.22%, analyze issues of the Constitutional Convention of 1787

8.23 Relationships between and among people from various groups, including racial, ethnic and religious groups from the 17th, 18th and 19th centuries.

- **E**, 24.16%, identify contributions of women to American society.

The 8th grade STAAR test only tests over 8th grade TEKS. However, the Social Studies Skills TEKS appear in 6th (6.20, 6.21, 6.22), 7th (7.20, 7.21, 7.22, 7.23), and 8th (8.29, 8.30, 8.31) grades. Benchmark data in regards to students' understanding of the Social Studies Skills TEKS, like sequencing and cause and effect (6.19B, 7.20B, 8.29B) and use of the terminology (6.21A, 7.22A, 8.30A), is not available.

Student Learning Strengths

Clack's 8th grade Social Studies benchmark and STAAR scores for 2020-21 school year are in line or higher than the rest of the district's.

Percent of Approaches on the Social Studies STAAR scores were higher than the Spring Social Studies Benchmark scores by 2.6%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 6.12, 7.12, 8.11. All of these areas focus on ecology and biology because of the gaps because of not being in school. **Root Cause:** Students in 6th, 7th, and 8th grade missed these concepts because of the closure of schools due to COVID-19. These concepts build on each other throughout all 3 grades and is heavily tested on the 8th grade STAAR.

Problem Statement 2 (Prioritized): Decimals--students show difficulty in applying decimal rules regularly to successfully solve math word problems. **Root Cause:** The students lack knowledge of rules associated with decimals, and, therefore, students are unable to apply decimals practices to math problems. Students have mastered a superficial understanding of decimals and will benefit from a more indepth understanding of decimal rules and how to apply those rules to math word problems. .

Problem Statement 3 (Prioritized): 6th grade Reading scores that approached grade level were 10% below state average, while African American scores were 20% below white. **Root Cause:** 6th and 7th grade students are not performing at the same level in Reading as their peers in the state. African American approaches grade level percentages in 2019 do not reflect the same level of mastery as 2018.

Problem Statement 4 (Prioritized): 7th grade Reading scores that approached grade level were 7% below state average, while African American scores were 36% below white. **Root Cause:** Students are not reading independently and/or on grade level. Students are not able to make inferences or find supporting text evidence in the story.

Problem Statement 5 (Prioritized): 8th Grade Reading scores that met grade level were 12% below state average. **Root Cause:** 7th grade students are not performing at the same level in Writing as their peers in the state. African American and Hispanic students are performing at significantly lower level than white.

Problem Statement 6 (Prioritized): 7th Grade Writing scores that approached grade level were 7% below state average, while African American scores were 23% below white. Hispanic student scores were 18% below white. **Root Cause:** Students do not have a firm foundation of grammar concepts. They do not have enough practice in editing their own work or that of peers.

Problem Statement 7 (Prioritized): Scores are low on certain Social Studies Skills TEKS that involve critical thinking. **Root Cause:** There is not benchmark testing in grades 6 and 7 to determine the effectiveness of the instruction in this area.

Problem Statement 8 (Prioritized): Benchmark data in regards to students' understanding of the Social Studies Skills TEKS, like sequencing and cause and effect (6.19B, 7.20B, 8.29B) and use of the terminology (6.21A, 7.22A, 8.30A), is not available. **Root Cause:** There is not benchmark testing in grades 6 and 7 to determine the effectiveness of the instruction in this area.

School Processes & Programs

School Processes & Programs Summary

10. Personnel - Hiring Procedures

A rigorous interview process is used at Clack Middle School to ensure the selection of highly effective and engaging staff members. Staff selection begins with the review of resumes from applicants. The administration conducts these reviews to select several people to interview, and then teachers related to the open position subject area are invited to participate in the interview process. The district has created Standard Based questions and activities that are used in the interview process. After each interview is over, the team considers the candidate's strengths and needs. The administrative team picks the top candidate to recommend to Human Resources.

11. Professional Practices

Clack Middle School provides quality instruction to our students across the entire student population. Our campus is implementing the PLC (Professional Learning Community) concept. Core content teams will have a common planning period to support their PLC time.

During the 2022-2023 school year, Clack focused on using MAP testing, state assessments and common based assessments to provide meaningful data and feedback to teachers. MAP data is often used as an assessment tool to monitor the students' progress throughout the year. The MAP assessments are supported by our Instructional Coaches and Administration team. Data will be analyzed and discussed in administrative team meetings.

Aware is a tool available to all teachers for analyzing data results. Some common assessments were developed in Aware for Clack during the 2022-23 school year, and teachers were encouraged to use this resource for assessments and data to drive rigorous assessment and data analysis for students. The expectation for the spring semester was that each grade level content team develop one common assessment per marking period.

12. Programs and Opportunities for Students

Clack Middle school teachers collaborated together. Our campus implemented a positive behavior support system, CHAMPS, and Safe and Civil Schools. Safe and Civil Schools provided classroom structure and behavioral interventions for classroom implementation. CHAMPS classroom management system structure for specific classroom situations. We have a comprehensive assessment program that includes NWEA MAP in Reading, ELA, Math, and Science administered in the Fall, Winter, and Spring cycles for 6th-8th.

Gifted and Talented

During the 2022-2023 school year 26 sixth grade, 19 seventh grade, and 16 eighth grade students were identified as Gifted and Talented. This number makes up 8.8% of our students.

We offer the following courses:

Honors 6th and 7th grade - Language Arts, 6th grade Exploring Literature, Math, and Science

Honors 8th grade - Algebra I, Science, Language Arts, U.S. History

Clack Middle School offers Theater, Orchestra, Choir, Band, and Athletics

Students receive high school credit in 8th grade classes- Algebra 1, Principles of Manufacturing, & Pre Ap Art.

CTE

We offer the following courses:

- BUSIM
- Career Readiness
- Principles of Manufacturing
- Robotics
- Life Readiness
- Leadworthy

Technology Integration and Available Technology

We offer the following courses:

- Technology Applications 6
- Investigating Careers

Classroom Technology

- All classrooms are equipped with a Promethean Board.
- Classrooms have a dedicated desktop for professional use by the teacher.
- Teachers can check out a Chromebook Cart from the library stocked with 30 Chromebooks for a maximum of two consecutive days.

Campus Technology

- Students, Staff, and the Community can access public Wi-Fi while on campus.
- Students, Staff, and the Community may use this wifi on school devices.
- The library has Chromebook carts available for teacher checkout.
- The library has designated desktops for student use.

Communal Technology

- Students and Staff have access to two computer labs. (approx 30 desktops in each lab)
- Students, Staff, and the Community have access to a mini-computer lab in the library. There are 8 desktops available to assist with self-directed needs/interests.
- 23 Chromebook carts with 675 Chromebooks (5 carts used to implement Carnegie Math Curriculum)
- Emergency Connectivity Fund handed out 145 Chromebooks to students to take home
- Technology Department issued 8 hotspots to families

Library

The library provides extracurricular activities for students before and after school and during lunch. It also keeps track of circulation statistics and million-word readers.

ESL

- We offer ESL support for students who qualify.
- In 2022-2023 Clack served 60 students in the EB program, which makes up 8.6% of our student population.

SPED

Clack served 126 students in Special Education for the 2022-23 school year with the following disabilities:

02-OTHER HEALTH IMPAIRMENT: 17

06-INTELLECTUAL DISABILITY: 7

07-EMOTIONAL DISTURBANCE: 9

08-LEARNING DISABILITY: 71

09-SPEECH IMPAIRMENT: 5

10-AUTISM: 13

13-TRAUMATIC BRAIN INJURY: 2

Students were served in the following instructional settings:

00-NONE: 5

01-HOMEBOUND: 1

40-MAINSTREAM: 18

41-RESOURCE RM SVCS LESS THAN 21%: 73

42-RES RM SVCS AT LST 21% < 50%: 11

44-SC, MMS, RC >60%: 16

Fine Arts

Choir, Band, and Orchestra participate in UIL. Theatre participates in the One-Act Play competition and Art participates in shows with the district and The Grace.

13. Procedures**Master Schedule**

The 2023-2024 master schedule consists of 7 periods, with twenty minutes of advisory tacked on to the end of 6th period. During advisory, students will learn how to be responsible for tracking their progress in the areas of attendance, grades, assessments, and academic and personal goals at least once a week. Students will also be exposed to and engaged in social and emotional learning during this time as well.

All class periods, with the exception of one, are 53 minutes long, while one class period is 56 minutes with 3 minutes for passing periods.

Professional Learning Communities

The Instructional Facilitator (IF) will facilitate PLCs with content and grade-level teachers to review and analyze the curriculum to ensure it aligns with state standards and the District Designated Curriculum to develop targeted instructional lesson plans. Through PLCs, teachers will review and analyze various data to monitor and adjust their instructional lesson plans.

Tutorials

Teachers are required to have tutorials weekly for student access. Teachers are required to post days and times outside of their classroom door or window.

Passing Periods

The Foundations team has developed a bathroom monitoring schedule to decrease misconduct as well as decrease tardiness. It is the expectation that all administrators, the School Resource Officer, teachers, and available staff maintain a presence in the hallways until the tardy bell rings.

Discipline

The administrators collaborate with teachers to develop the behavior matrix that reflects the Level 1, 2, and 3 behaviors that may require a referral. It is the expectation that parent contact is made regarding any level 2/3 behaviors/referrals

Counseling Office

COUNSELING OFFICE 2022/2023 COUNSELOR REFERRAL SUMMARY	ACADEMIC	EMOTIONAL/SOCIAL	PERSONAL/FAMILY	CRISIS INTERVENTION	OTHER	TOTAL CONCERNS ADDRESSED
AUGUST	0	6	1	1	0	8
SEPTEMBER	108	56	7	4	1	176
OCTOBER	97	55	1	2	48	203
NOVEMBER	49	42	1	1	29	122
DECEMBER	16	52	4	3	2	77
JANUARY	17	20	1	2	8	48
FEBRUARY	5	34	1	1	2	43
MARCH	3	24	2	1	0	30
APRIL	8	31	2	5	12	58
MAY	15	49	4	1	0	69
YEAR TOTAL	318	369	24	21	102	834
YEARLY PERCENTAGES	38.13%	44.24%	2.88%	2.52%	12.23%	100%

Crisis Prevention

Our crisis prevention has reduced due to our efforts in tracking data, the support of Communities in School, Behavioral Liaison, Social Workers, and identifying high-need students early in the school year through the Needs Assessment. This allows us to link students with appropriate support before significant issues arise.

All AISD counselors are trained to identify students with self-harming or suicidal thoughts or intentions. When the counselors receive information concerning student

self-harm, they are required to contact the parent/guardian immediately and have them come to school for a conference. During the meeting, the counselor advises the parent/guardian to seek outside counseling services within 24 hours of the event.

The Clack Counselors completed 21 AISD Emergency Parent Notification forms during the 2022/2023 school year. This form must be completed when a student expresses the desire to engage in self-harm in any form. This form requires the parent, counselor, and administrator's signature for documentation of parent contact. The counselor also completes a Safety Plan form with the student. This form provides the opportunity for the student to express verbally or in writing their thoughts, behaviors, or situations leading up to the crisis and then understand appropriate coping strategies for dealing with a crisis. The plan also discusses the need for appropriate communication with a parent, guardian, or other caregiver. It also includes having the student sign a pledge to not harm oneself and that the student will talk to someone if or when these self-harming thoughts occur.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Undesired student behaviors increased during advisory. **Root Cause:** Students were placed with teachers that did not know them with 30 minutes of unstructured time which led to a lack of accountability for students and teachers due to the administration's lack of directives in regard to advisory.

Problem Statement 2 (Prioritized): PLCs were conducted by the Math and ELAR ICs. **Root Cause:** Teachers participated in PLCs but some teachers did not follow through on targeted instruction.

Problem Statement 3 (Prioritized): 44% of counselor referrals came from social and emotional student concerns. **Root Cause:** A reactive-focused counseling program and a lack of proactive social and emotional supports/resources.

Perceptions

Perceptions Summary

7. Student Engagement

Behavior and Actions Taken

The campus student population for the 2021-22 school year was 740 students at the annual snapshot date. Three assistant principals were responsible for assigning consequences to their designated grade level. The campus grand total of referrals for the 2020-21 school year was 2,058. 796 of the referrals were for 6th grade students. 622 of the referrals were for 7th grade students and 640 of the referrals were for 8th grade students.

The race and gender descriptions for the discipline referrals for the 2021-22 school year are indicated below.

- 6 American Indian/Alaskan Native
- 13 Asian
- 875 Black/African American
- 867 Hispanic
- 155 Two or More Races
- 558 White

The breakdown of discipline referrals by student program was not available.

The sum of actions taken were as follows:

- 16 Bus warning or removal
- 16 Cell Phone Fine
- 104 Cell Phone Warning
- 331 Detention (AM/PM/Cafeteria)
- 3 Discipline Card
- 2 Exclusion from Extracurricular Activity
- 460 In-School-Suspension
- 1 Involvement of SRO
- 219 Isolation
- 217 Out-of-School Suspension
- 14 Parent Conferences
- 115 Parent Contacted
- 84 Partial Day ISS
- 38 DEAP Placement
- 1 Saturday School
- 462 Warning/Conference
- 121 Other

Student Survey

There was no student survey conducted during the 2021-2022 school year.

Attendance

During the 2020-2021 school year at Clack Middle School, the attendance rate was 93.48%.

8. Staff Engagement

There was no staff survey conducted during the 2021-2022 school year.

9. Parent/Guardian Engagement

Parent engagement during the 2021-2022 school year at Clack involved the following areas this year.

- 6th Grade Home Tour
- Fine Arts Live Performances
- Athletic Events
- The month of the Military Child Family Picnic
- Awards Ceremony Each 6 Weeks
- Awards Ceremony at the End of the Year
- Increase in Social Media Interactions.

Perceptions Strengths

During the 2021-2022 school year, there was an increase in parent engagement throughout the school year.

The amount of community involvement activities increased during the 2021-2022 school year by having our 1st annual 6th grade home tour and our military connected family picnic.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There was a significant increase in student discipline referrals between the 2020-2021 and 2021-2022 school years. **Root Cause:** A lack of behavioral RTI and a lack of engaging classroom instruction with the top tier students.

Priority Problem Statements

Problem Statement 1: 6.12, 7.12, 8.11. All of these areas focus on ecology and biology because of the gaps because of not being in school.

Root Cause 1: Students in 6th, 7th, and 8th grade missed these concepts because of the closure of schools due to COVID-19. These concepts build on each other throughout all 3 grades and is heavily tested on the 8th grade STAAR.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 6th grade Reading scores that approached grade level were 10% below state average, while African American scores were 20% below white.

Root Cause 2: 6th and 7th grade students are not performing at the same level in Reading as their peers in the state. African American approaches grade level percentages in 2019 do not reflect the same level of mastery as 2018.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 7th grade Reading scores that approached grade level were 7% below state average, while African American scores were 36% below white.

Root Cause 3: Students are not reading independently and/or on grade level. Students are not able to make inferences or find supporting text evidence in the story.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 8th Grade Reading scores that met grade level were 12% below state average.

Root Cause 4: 7th grade students are not performing at the same level in Writing as their peers in the state. African American and Hispanic students are performing at significantly lower level than white.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 7th Grade Writing scores that approached grade level were 7% below state average, while African American scores were 23% below white . Hispanic student scores were 18% below white.

Root Cause 5: Students do not have a firm foundation of grammar concepts. They do not have enough practice in editing their own work or that of peers.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Decimals--students show difficulty in applying decimal rules regularly to successfully solve math word problems.

Root Cause 6: The students lack knowledge of rules associated with decimals, and, therefore, students are unable to apply decimals practices to math problems. Students have mastered a superficial understanding of decimals and will benefit from a more indepth understanding of decimal rules and how to apply those rules to math word problems. .

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Scores are low on certain Social Studies Skills TEKS that involve critical thinking.

Root Cause 7: There is not benchmark testing in grades 6 and 7 to determine the effectiveness of the instruction in this area.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Benchmark data in regards to students' understanding of the Social Studies Skills TEKS, like sequencing and cause and effect (6.19B, 7.20B, 8.29B) and use of the terminology (6.21A, 7.22A, 8.30A), is not available.

Root Cause 8: There is not benchmark testing in grades 6 and 7 to determine the effectiveness of the instruction in this area.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Undesired student behaviors increased during advisory.

Root Cause 9: Students were placed with teachers that did not know them with 30 minutes of unstructured time which led to a lack of accountability for students and teachers due to the administration's lack of directives in regard to advisory.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: PLCs were conducted by the Math and ELAR ICs.

Root Cause 10: Teachers participated in PLCs but some teachers did not follow through on targeted instruction.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: 44% of counselor referrals came from social and emotional student concerns.







Root Cause 11: A reactive-focused counseling program and a lack of proactive social and emotional supports/resources.

Problem Statement 11 Areas: School Processes & Programs

Goals

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

Performance Objective 1: By May 23, 2024, Clack Middle School will demonstrate a proactive and focused counseling program and social and emotional support as evidenced by a decrease in the number of Social-Emotional referrals by 10%.







Strategy 1 Details		Reviews			
Strategy 1: Clack counselors will provide SEL lessons to be implemented during the advisory period twice a week. Strategy's Expected Result/Impact: By developing a needs-based counseling program, students will be better supported for student learning. Staff Responsible for Monitoring: Mrs. Williams and Mrs. Mosley Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 3		Formative			Summative
		Oct	Jan	Apr	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Undesired student behaviors increased during advisory. Root Cause: Students were placed with teachers that did not know them with 30 minutes of unstructured time which led to a lack of accountability for students and teachers due to the administration's lack of directives in regard to advisory.
Problem Statement 3: 44% of counselor referrals came from social and emotional student concerns. Root Cause: A reactive-focused counseling program and a lack of proactive social and emotional supports/resources.

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

Performance Objective 2: By May 23, 2024, Level Three student referrals will decrease by 10% over the course of the 2023-24 school year.

Strategy 1 Details	Reviews			
Strategy 1: Increasing parental involvement focused on student behavior by creating open lines of communication between teachers and guardians Strategy's Expected Result/Impact: Decrease in Level 3 Behaviors. Staff Responsible for Monitoring: Mr. Parker, Mr. Rosenquist, Mrs. Ford Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture 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: Undesired student behaviors increased during advisory. Root Cause: Students were placed with teachers that did not know them with 30 minutes of unstructured time which led to a lack of accountability for students and teachers due to the administration's lack of directives in regard to advisory.

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

Performance Objective 1: By May 31, 2024, students will show growth in inference skills as evidence by at least 5% increase in number of students meeting or exceeding growth targets in reading as measured by MAP Growth and STAAR.

Evaluation Data Sources: campus based assessments, MAP testing, and STAAR testing

Strategy 1 Details	Reviews			
Strategy 1: Align instruction in the class to include making connections between texts Strategy's Expected Result/Impact: Students to be familiar with inferencing and improving comprehension as a result. Staff Responsible for Monitoring: Kristie Seeds Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3, 4	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use a variety of fiction and non-fiction texts for instruction across content areas focusing on articles and short stories that offer significant opportunity for paired texts and constructed responses. 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 3, 4, 5, 6	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: 6th grade Reading scores that approached grade level were 10% below state average, while African American scores were 20% below white. **Root Cause:** 6th and 7th grade students are not performing at the same level in Reading as their peers in the state. African American approaches grade level percentages in 2019 do not reflect the same level of mastery as 2018.

Problem Statement 4: 7th grade Reading scores that approached grade level were 7% below state average, while African American scores were 36% below white. **Root Cause:** Students are not reading independently and/or on grade level. Students are not able to make inferences or find supporting text evidence in the story.




Problem Statement 5: 8th Grade Reading scores that met grade level were 12% below state average. **Root Cause:** 7th grade students are not performing at the same level in Writing as their peers in the state. African American and Hispanic students are performing at significantly lower level than white.

Problem Statement 6: 7th Grade Writing scores that approached grade level were 7% below state average, while African American scores were 23% below white . Hispanic student scores were 18% below white. **Root Cause:** Students do not have a firm foundation of grammar concepts. They do not have enough practice in editing their own work or that of peers.

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

Performance Objective 2: By May 31st, 2024 Carnegie Math Curriculum will be implemented with fidelity based on student growth as measured by beginning of year and end of year MAP assessment.

Evaluation Data Sources: Common Based Assessments
MAP Testing
STAAR

Strategy 1 Details	Reviews			
Strategy 1: E2L coaching and support and unit design Strategy's Expected Result/Impact: increasing students on the MAP test Staff Responsible for Monitoring: Kristie Seeds - Instructional Facilitator Jon Patrick - Principal 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 - Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Carnegie Curriculum Support for lesson planning and implementation Strategy's Expected Result/Impact: 100% implementation of the curriculum with full support of district. Staff Responsible for Monitoring: Kristi Seeds - Instructional Facilitator Jon Patrick - Campus Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 2 Funding Sources: Carnegie Learning - Title I, Part A - \$15,000	Formative			Summative
	Oct	Jan	Apr	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Decimals--students show difficulty in applying decimal rules regularly to successfully solve math word problems. **Root Cause:** The students lack knowledge of rules associated with decimals, and, therefore, students are unable to apply decimals practices to math problems. Students have mastered a superficial understanding of decimals and will benefit from a more indepth understanding of decimal rules and how to apply those rules to math word problems. .

School Processes & Programs

Problem Statement 2: PLCs were conducted by the Math and ELAR ICs. **Root Cause:** Teachers participated in PLCs but some teachers did not follow through on targeted instruction.





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

Performance Objective 3: By May 31, 2024 students will show growth in the area of academic vocabulary, cause and effect, and sequencing in Social Studies with growth of 5% on the TEKS of 8.29(B) and 8.30(A) by evidence of campus common based assessment, district benchmark testing and/or STAAR scores.

High Priority

HB3 Goal

Evaluation Data Sources: MAP testing, common assessments, STAAR testing

Strategy 1 Details	Reviews			
Strategy 1: The Social Studies team is going to work build lessons focused on inferencing, cause and effect, sequencing, and categorizing. Strategy's Expected Result/Impact: Growth in the area of TEKS 8.29B and 8.30A Staff Responsible for Monitoring: Mr. Parker and Mrs. Blaylock Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 7, 8	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: The Social Studies team will vertically align particular dates and events. Strategy's Expected Result/Impact: increasing student knowledge of important events and dates Staff Responsible for Monitoring: Kristie Seeds Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 7, 8	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning







Problem Statement 7: Scores are low on certain Social Studies Skills TEKS that involve critical thinking. **Root Cause:** There is not benchmark testing in grades 6 and 7 to determine the effectiveness of the instruction in this area.

Problem Statement 8: Benchmark data in regards to students' understanding of the Social Studies Skills TEKS, like sequencing and cause and effect (6.19B, 7.20B, 8.29B) and use of the terminology (6.21A, 7.22A, 8.30A), is not available. **Root Cause:** There is not benchmark testing in grades 6 and 7 to determine the effectiveness of the instruction in this area.

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

Performance Objective 4: .By May 31st, 2024, students will show an increase of 5% on science scores related to force, motion, and energy and interdependence of living systems, TEKS 8.6(A)(C), 8.11(A)(B) as measured by MAP test, common based assessments, or STAAR test.

Evaluation Data Sources: common based assessments
MAP test
STAAR Test

Strategy 1 Details	Reviews			
Strategy 1: Teachers will build foundational vocabulary throughout vertical alignment for each unit. Strategy's Expected Result/Impact: To help students improve accuracy in academic vocabulary Staff Responsible for Monitoring: Science teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3, 4, 5, 6	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 4 Problem Statements:







Student Learning
Problem Statement 3: 6th grade Reading scores that approached grade level were 10% below state average, while African American scores were 20% below white. Root Cause: 6th and 7th grade students are not performing at the same level in Reading as their peers in the state. African American approaches grade level percentages in 2019 do not reflect the same level of mastery as 2018.
Problem Statement 4: 7th grade Reading scores that approached grade level were 7% below state average, while African American scores were 36% below white. Root Cause: Students are not reading independently and/or on grade level. Students are not able to make inferences or find supporting text evidence in the story.
Problem Statement 5: 8th Grade Reading scores that met grade level were 12% below state average. Root Cause: 7th grade students are not performing at the same level in Writing as their peers in the state. African American and Hispanic students are performing at significantly lower level than white.

Student Learning

Problem Statement 6: 7th Grade Writing scores that approached grade level were 7% below state average, while African American scores were 23% below white . Hispanic student scores were 18% below white. **Root Cause:** Students do not have a firm foundation of grammar concepts. They do not have enough practice in editing their own work or that of peers.

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

Performance Objective 5: Teachers will greet students individually at the beginning of each class in order to set a positive relational tone in the classroom.

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will communicate the expectations and reinforce behaviors Strategy's Expected Result/Impact: Build a positive campus culture Staff Responsible for Monitoring: all faculty and staff Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 3	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Undesired student behaviors increased during advisory. Root Cause: Students were placed with teachers that did not know them with 30 minutes of unstructured time which led to a lack of accountability for students and teachers due to the administration's lack of directives in regard to advisory.</p> <p>Problem Statement 3: 44% of counselor referrals came from social and emotional student concerns. Root Cause: A reactive-focused counseling program and a lack of proactive social and emotional supports/resources.</p>

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

Performance Objective 6: Clack Middle School will raise STAAR scores for all students to 75% or higher Approaches (STAAR 2024).

Evaluation Data Sources: STAAR Results in June 2024

Strategy 1 Details	Reviews			
Strategy 1: Implement IXL in Math, ELA, Science, and Social Studies to provide intervention assistance to 8th grade students. Strategy's Expected Result/Impact: Impact growth in core subjects and on STAAR 2024. Staff Responsible for Monitoring: Admin Team and Instructional Facilitator 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 Problem Statements: Student Learning 1, 2, 3, 4, 5, 7, 8 Funding Sources: IXL Site Licenses, Grade 8, 248 Students - Title I, Part A - \$5,334.48	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize State Compensatory Education campus allocation to provide supplemental tutoring for students who are at-risk of failing in the four core subject areas. Strategy's Expected Result/Impact: Improved student performance in core subjects. Staff Responsible for Monitoring: Campus Principal, Instructional Facilitator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplemental Tutoring Allocation - State Comp Ed - \$8,600	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: 6.12, 7.12, 8.11. All of these areas focus on ecology and biology because of the gaps because of not being in school. **Root Cause:** Students in 6th, 7th, and 8th grade missed these concepts because of the closure of schools due to COVID-19. These concepts build on each other throughout all 3 grades and is heavily tested on the 8th grade STAAR.

Problem Statement 2: Decimals--students show difficulty in applying decimal rules regularly to successfully solve math word problems. **Root Cause:** The students lack knowledge of rules associated with decimals, and, therefore, students are unable to apply decimals practices to math problems. Students have mastered a superficial understanding of decimals and will benefit from a more indepth understanding of decimal rules and how to apply those rules to math word problems. .

Problem Statement 3: 6th grade Reading scores that approached grade level were 10% below state average, while African American scores were 20% below white. **Root Cause:** 6th and 7th grade students are not performing at the same level in Reading as their peers in the state. African American approaches grade level percentages in 2019 do not reflect the same level of mastery as 2018.

Problem Statement 4: 7th grade Reading scores that approached grade level were 7% below state average, while African American scores were 36% below white. **Root Cause:** Students are not reading independently and/or on grade level. Students are not able to make inferences or find supporting text evidence in the story.







Problem Statement 5: 8th Grade Reading scores that met grade level were 12% below state average. **Root Cause:** 7th grade students are not performing at the same level in Writing as their peers in the state. African American and Hispanic students are performing at significantly lower level than white.

Problem Statement 7: Scores are low on certain Social Studies Skills TEKS that involve critical thinking. **Root Cause:** There is not benchmark testing in grades 6 and 7 to determine the effectiveness of the instruction in this area.

Problem Statement 8: Benchmark data in regards to students' understanding of the Social Studies Skills TEKS, like sequencing and cause and effect (6.19B, 7.20B, 8.29B) and use of the terminology (6.21A, 7.22A, 8.30A), is not available. **Root Cause:** There is not benchmark testing in grades 6 and 7 to determine the effectiveness of the instruction in this area.

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

Performance Objective 1: By May 31st, 2024, Clack Middle School will demonstrate a stronger connection with local businesses and organizations as evidenced by attracting at least five new businesses or organizations to support campus activities.







Strategy 1 Details		Reviews			
Strategy 1: School personnel will reach out to community businesses to support in areas of need throughout the school year. Strategy's Expected Result/Impact: By making connections with community businesses, Clack Middle School will leverage community resources to engage learners. Staff Responsible for Monitoring: Jon Patrick Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3		Formative			Summative
		Oct	Jan	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: 44% of counselor referrals came from social and emotional student concerns. Root Cause: A reactive-focused counseling program and a lack of proactive social and emotional supports/resources.







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

Performance Objective 2: By May 31, 2024, Clack Middle School will develop stronger connections with military connected students and families and Dyess Air Force Base by developing two additional outreach activities.

Strategy 1 Details	Reviews			
Strategy 1: Plan events during the Military Connected Family Month Strategy's Expected Result/Impact: build relationship between campus and base personnel Title I: 2.6, 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: 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 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 3: By December 31, 2023, Clack Middle School will connect at least one family to our existing Parent Action Committee (PAC).

Strategy 1 Details	Reviews			
Strategy 1: The Military Connected Family Liaison will establish the connection with our PAC with a target of monthly meetings beginning in January. Staff Responsible for Monitoring: Taylor Turner Title I: 2.6, 4.1, 4.2 - 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
				
<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 1: By May 23, 2024, Clack Middle School will increase community awareness and volunteer support by re-establishing the Parent Teacher Organization with at least 15 active parent volunteers.

Strategy 1 Details		Reviews			
Strategy 1: Host an Information Night for potential parent volunteers. Strategy's Expected Result/Impact: Establishing a PTO and increasing parental involvement Staff Responsible for Monitoring: Jon Patrick, Taylor Turner Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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: By May 23, 2024, all Clack Middle School Teachers will make at least one positive, personal contact with each student's guardian, once a year via phone, Remind, or email.

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will communicate to teachers the expectations of positive parent contact. Strategy's Expected Result/Impact: increase teacher/ parent communication Staff Responsible for Monitoring: Justin Rosenquist Title I: 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals - 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 1: Clack Middle School will foster a culture of safety and security with 85% of students and staff expressing a sense of safety on campus.







High Priority

Strategy 1 Details	Reviews			
Strategy 1: Exterior door check will be conducted multiple times per day, documented, and deficiencies remedied. Strategy's Expected Result/Impact: increased security for all students and staff Staff Responsible for Monitoring: Justin Rosenquist Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - 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 2: Clack Middle School will implement positive behavior strategies to foster a positive culture among all stakeholders.

Evaluation Data Sources: Campus implementation of capturing kids hearts strategies to build positive relationships among students, staff, and families.

Strategy 1 Details	Reviews			
Strategy 1: Campus implementation of capturing kids hearts strategies to build positive relationships among students, staff, and families. Staff Responsible for Monitoring: All staff. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	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	2	1	E2L coaching and support and unit design
2	2	2	Carnegie Curriculum Support for lesson planning and implementation

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	2	2	Carnegie Curriculum Support for lesson planning and implementation

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

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	2	Supplemental Tutoring Allocation		\$8,600.00
Sub-Total					\$8,600.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Carnegie Learning		\$15,000.00
2	6	1	IXL Site Licenses, Grade 8, 248 Students		\$5,334.48
Sub-Total					\$20,334.48

Addendums

Discipline Report Comparison

Numbers reflect August-December for both years.

2019-20 school year	2020-21 school year
Student population= 847	740/ 125 of these are remote (-12.6%)
Total referrals: 985 6= 486 7= 268 8= 231	Total referrals: 491 (-50%) 6= 301 (-38%) 7=104 (-61%) 8=86 (-63%)

	6 th grade	7 th grade	8 th grade		6 th grade	7 th grade	8 th grade
Tardies - 106	79	12	15	Tardies – 25 (-76%)	22 (-72%)	2 (-83%)	1 (-93%)
Cell phone - 94	35	25	34	Cell phone – 51 (-46%)	17 (-51%)	15 (-40%)	22 (-35%)
Assault - 5	4	x	1	Assault – 5 (0%)	1 (-75%)	x	4 (-300%)
Fight - 12	6	5	1	Fight – 22 (+83%)	12 (+100%)	2 (-60%)	8 (+700%)
Drugs - 2	x	1	1	Drugs – 3 (+50%)	x	2 (+100%)	1 (0%)
ISS - 208	94	64	50	ISS – 112 (-54%)	72 (-23%)	23 (-64%)	17 (-66%)
White – 89 (43%)	31 (33%)	26 (41%)	32 (64%)		18 (25%)	7 (30%)	2 (12%)
Hispanic – 60 (29%)	28 (30%)	16 (25%)	10 (20%)		37 (51%)	4 (17%)	5 (29%)
Black – 65 (31%)	35 (37%)	22 (34%)	8 (16%)		17 (24%)	12 (52%)	10 (59%)
OSS - 39	12	15	12*	OSS – 34 (-13%)	20 (+66%)	5 (-66%)	9 (-25%)
White – 25 (64%)	7(58%)	6 (40%)	6/*6(PALS)	White - 9	7 (35%)	1 (20%)	1 (11%)
Hispanic – 9 (23%)	4 (33%)	5 (33%)		Hispanic - 12	7 (35%)	2 (40%)	3 (33%)
Black – 5 – (13%)	1 (8%)	4 (27%)		Black - 12	4 (20%)	3 (60%)	5 (56%)
Two or More				Two or More - 2	2 (10%)		
DAEP - 5	2	2	1	DAEP – 11 (+120%)	3 (+50%)	2 (0%)	6 (+500%)
White – 2 (40%)	1 (50%)		1 (100%)	White – 1 (9%)		1 (50%)	
Hispanic – 3 (60%)	1 (50%)	2 (100%)		Hispanic – 3 (27%)	1 (33%)	1 (50%)	1 (17%)
Black				Black – 6 (55%)	1 (33%)		5 (93%)
Two or More				Two or More – 1 (9%)	1 (33%)		

*Goal for APs= Be as specific as possible on offenses so that Foundations group can help assess our Concern Areas.

Supervisory Skills Checklist (pg 98-100 Foundations Module B)

Next Foundations meeting (dig in):

- Last Common area concern during 2019-20 school year: Sub bucks?
- Is there a common area concern for 2020-21 school year:
- Map of dots that represent adults to show areas of supervision. Maps for: morning duty, bell transitions, after school.