

Spring Independent School District
Claughton Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Claughton Middle School will empower all students to become active, skillful, and responsible citizens by providing engaging curriculum through a safe and supportive environment.

Vision

Achieving excellence by leading learners, capturing hearts, and awakening minds

Value Statement

We base our decisions on what is best for kids

We strive for excellence in all we do

We build trust through integrity and lead by example

We communicate openly

We value diversity and treat everyone with dignity and respect

We win as a team

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Claughton Middle School is located in the Northwest section of Spring ISD. We are a Title 1 school with approximately 1200 students. Our demographics are 45% Hispanic, 44% African American, 7% Asian and 3% White. We have a very active PTO comprised of executive board members and volunteers who are presently regularly. Our community partners are very active and are present when assisting with our students.

85% of our students are on free and reduced lunch.

Our attendance rate for the school is at 95% which is a 1% decrease from the 2016-2017 school year mainly in part to the over 1500 tardies.

We currently have the largest ELL population amongst middle schools and the highest number of homeless students amongst the middle schools. Due to the high numbers, we have implemented a Newcomers Center to address the literacy need of our ELL students. We also have partnered with Houston Food Bank that provides food for "Backpack Buddies" on the weekends for our homeless students.

Demographics Strengths

Claughton Middle School has many thriving areas of strength:

1. Very strong and active PTO and volunteers with over 1200 clocked volunteer hours this school year.
2. Our PVA department is strong has received numerous awards in Band and Choir for their regional and UIL performances.
3. We have a very active business community with over 5 community partners present on campus regularly.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Claughton Middle School's discipline incidents increased from 1094 incidents to 1120 by the end of the year. **Root Cause:** Punitive consequences versus a more restorative approach.

Problem Statement 2: In 2017-18, CMS students had over 1700 tardies. **Root Cause:** The teacher student relationship was not very strong and in turn there was very little intrinsic motivation for students to want to go to class on time.

Student Academic Achievement

Student Academic Achievement Summary

Based on the 2018 STAAR results, there is a significant need regarding students who are in the special education and LEP programs, 8th grade Social Studies, and 7th Grade Writing.

For the past two years, the passing rate for SPED students in 7th grade Writing is 0% and less than 10% passing for 8th grade Science and 8th grade Social Studies.

The LEP population has made significant gains from last year according to TELPAS assessments with each student making one year progress. The highest percent passing for the LEP population is 48% in 6th grade Reading followed by 37% in 6th grade Math. The lowest percent passing of our LEP population was in 8th grade Social Studies with 10% passing followed by 22% in 7th grade Writing.

There was a 35% drop from last year in Social Studies from 69% passing to this year with an overall percent passing of 34%.

Overall, Claughton students rank #6 out of the 7 middle schools in the district and are scoring well below the state average in all groups and subjects.

Student Academic Achievement Strengths

Each ELL student made at least one year progress in 6th, 7th, and 8th grades according to TELPAS data. Also, ELL students in 6th and 7th grade level met the yearly progress measure as measured by TELPAS

Of our ELL students, 6th grade Math and 6th grade Reading students scored the highest percent passing with 37% and 48% respectively.

The largest achievement gap among students of our two largest ethnicities, Hispanic and African American, is only 6%.

6th grade Reading increased from last year to this each in every subpopulation.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: LEP students scored significantly lower than other subpopulations in Grades 7 and 8 on content area STAAR assessments with the largest gap being in 7th Grade Reading among the AA population who scored 57% passing and 27% passing scored by the LEP population. **Root Cause:** The LEP population is coming to us with large gaps that are being addressed, only slower than expected due to teacher training related to best instructional

practices and the recent mandate that ELAR teachers have ESL certification.

Problem Statement 2: 8th Grade Social Studies STAAR passing rate dropped from 69% passing in 2017 to 34% passing in 2018. **Root Cause:** The level of rigor during initial instruction was lacking along with there being a false sense of security with student passing district checkpoint assessments with overall passing rates of 80%, 74%, and 65% for the last three checkpoints leading up to the STAAR assessment.

Problem Statement 3: SPED students across all grade levels average passing rate is 14% on STAAR for all content area subjects. **Root Cause:** Students are not given accommodations according to need and/or the accommodations are not revisited if the student is failing the course. Also, accommodations are monitored for routine, effective, and independent use.

Problem Statement 4: 7th Grade writing had a 51% passing rate which was below the district and state passing rate. **Root Cause:** 7th Grade ELAR teachers are responsible for teaching two STAAR subjects; reading and writing. Reading seems to take priority.

School Processes & Programs

School Processes & Programs Summary

The following are instructional and curricular processes at Claughton:

- Every AP is assigned a content area to monitor/lead
- Content PLCs happen weekly during the school day
- PLCs follow a "PLC Protocol" for planning
- District checkpoints are given after every unit
- District benchmarks are given twice a year

The following are personnel, organizational, and administrative processes at Claughton:

- Teachers are supervised/evaluated by one administrator
- Core content teachers will be organized by families for the upcoming school year
- Families will have certain demographics of students for the upcoming school year
- ESL students will move as a cohort for the upcoming school year
- Students will be placed in intervention or STAAR classes based on data by the first day of school

School Processes & Programs Strengths

There are tools available for use that support student achievement such as the following:

- PLC Protocol and Framework
- Data Conference Expectations
- Goal Setting Documents for Students and Teachers
- Recent Technology

The master schedule supports student achievement by allowing for the following:

- Common Planning Among Departments
- Double Blocking for ELAR and Math
- Reading Intervention Classes, such as, Achieve 3000 and English 3D
- A 30-Minute During the School Day Intervention Period

Multiple measures of student data are evaluated weekly to monitor student achievement such as the following:

- Student Attendance and Tardy Data
- Student Discipline Data
- Student Course Performance Data
- Special Program Data (504, SPED, ELL, etc)
- McKinney Vento, Homebound, Military Status, Etc.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on overall STAAR 2018 scores and not meeting standard in Domain 1, best practices for instruction, differentiation and progress monitoring are not implemented with fidelity. **Root Cause:** There is no systematic way to observe classroom instruction and provide feedback to teachers.

Problem Statement 2: Claughton is #6 in performance out of the 7 middle schools in Spring ISD. **Root Cause:** There are no student non negotiables as it relates to students being engaged in authentic work and solving complex problems within one discipline and/or across disciplines.

Problem Statement 3: Historically, science and math has been low at Claughton with a passing rate of 53% passing rate for STAAR in 2018 respectively. **Root Cause:** Although the curriculum for science has been horizontally and vertically aligned, it is not the practice to compact the curriculum to support 8th grade science.

Perceptions

Perceptions Summary

Claughton Middle saw many changes within the last three years. From a new administration to over 20 new teachers within one school year, we have experienced many highs and some lows. Our culture is built on a sense of family and the mindset to grow students no matter where they are academically.

Based on our K12 School Quality survey many of our staff members desire to see more support from our administration when working with student discipline. Our staff members believe the newness with the administration resulted in many of our students being uncontrollable.

The survey also showed the need for more and consistent communication from our teachers to the parents. Our parents are concerned about the rigor and relevance of the daily instruction in the classroom.

Our students who participated in the survey expressed their need to be treated fairly and shown equal respect.

For the 2018-19 school year, will use a school wide discipline plan that will focus on building relationships with our students at the classroom level initially. Our discipline approach will be less punitive and more restorative.

We will also have "chat and chew" meetings every 1st Monday for parents and stakeholders to share their thoughts and suggestions with the principal and counselors in a safe and non threatening environment.

Perceptions Strengths

Claughton has several areas of strength regarding perceptions:

1. Systems and Procedures in place that allow for students to feel safe and comfortable.
2. Our grade levels will be set up in families that will allow for greater sense of unity and cohesiveness amongst the teams.
3. Our parent participation amongst our ELL population has increased and communication to others is translated for their understanding.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers desire more discipline support from administrators. **Root Cause:** School wide discipline was not in effect that truly supported teachers in the classroom.

Problem Statement 2: There was a lack of communication from teachers to parents. **Root Cause:** Teachers did not consistently update their grade books, document parent communications appropriately, or send home regular and ongoing communication to parents.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Reach Every Student.

Performance Objective 1: Claughton Middle School will increase Student Achievement in Domain 1 from 59% to 80%

Evaluation Data Source(s) 1: 2019 STAAR Domain 1 student achievement.







Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July

<p style="text-align: center;">Comprehensive Support Strategy PBMAS</p> <p>1) Improve initial classroom instruction in every classroom by:</p> <ul style="list-style-type: none"> -implementing accountability walk-throughs where every administrator will complete 10 weekly walk-throughs and 5 face-to-face coaching/feedback sessions using the Walk-Thru Google doc. -planning for specific professional development conducted by department chairs and content admin based on teacher needs survey. - Facilitate the participation of Math and Reading teachers in Professional Developments at Region 4 to improve their pedagogy by strengthen conceptual understanding and procedural understanding of concepts assessed by the state test. -implementing structured PLCs weekly based on the CMS PLC calendar -Contracting with Suttle Freeman to provide PD and STEMScopes supplement to science teachers. -Also, teachers will attend the CAST professional development on 11/9-11/10. -Partner Houston A+ and Region IV to support all core content 8th grade teachers with lesson planning, implementation, and reteaching support. -Purchase Region IV STAAR science review for all 8th grade science teachers to use with planning and lesson design. -Teachers will also use dry erase boards and markers when implementing TLAC strategies such as "show me." Teachers will participate in professional development for Achieve 3000 software to be used as an intervention for reading. -After school and Saturday school tutorials will be offered by CMS teachers weekly. 	<p>Principal Assistant Principals Instructional Coaches Math Coach Literacy Coaches</p>	<p>Teachers will become reflective practitioners as evidenced by a change in instructional practices resulting in higher student achievement.</p> <p>Coaching and feedback sessions will be on-the-spot, just-in-time, relevant and beneficial to every individual teacher and documented for accountability.</p> <p>PLC sessions will be relevant beneficial to teachers based on current campus needs while providing best practices for instruction, student engagement, grouping, questioning, lesson design, etc.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 3</p> <p>Funding Sources: 211 Title I, Part A - 20000.00</p>						

<p align="center">Comprehensive Support Strategy</p> <p>2) Increase student achievement among the following student sub group by:</p> <ul style="list-style-type: none"> - monitoring teacher implementation of the the ELPS, ELL accommodations, and IEP for dual coded ELLs as decided by the ARD and LPAC committees. (from 2017-2018) -Ensure teachers and co-teachers implement the continuous improvement process daily during SPED 101 collaborative sessions every 6 weeks -Implement cooperative grouping strategies, interactive notebooks, non linguistic accommodations, anchor charts, and brain breaks in each core content class to support ELL and SPED pops. - Schedule newcomer ELLs to the NAC program and ESL students in families that travel as a cohort -Hire 2 tutors for daily push in support of our ESL/ELL/LEP students in their core content classes -Purchase SIRIUS resource/books for students to use to better STAAR results. 	Principal Associate Principal Counselors ESL Chair ELL Specialist SPED Case Manager (Dual Coded ELLs)	Student Achievement for the ELL students groups will meet or exceed the 70% for each content Impact- students will show growth on identified district assessments and state tests.				
<p>Problem Statements: Student Academic Achievement 1, 2, 4 - School Processes & Programs 1, 3</p> <p>Funding Sources: 199 General Fund - 38748.00</p>						

<p align="center">Comprehensive Support Strategy</p> <p>3) Increase student achievement among the following student sub groups by:</p> <ul style="list-style-type: none"> -monitoring teacher and case manager implementation of student IEP accommodations as by SPED department chair -monitoring grades of SPED students to ensure failure ARDS are conducted every 6 weeks through collaboration meetings. -Ensure teachers and co-teachers implement the continuous improvement process by having the opportunity to plan and disaggregate data together. -Strategically place SPED students in daily intervention courses built into their schedules; Numeracy and Literacy -Use of MAP Growth and Skills to track growth and design interventions for reading and math using Achieve 3000 and Kahn Academy. 	Principal Assistant Principals Co-Teachers Academic Coaches Gen Ed Teachers	Continuous monitoring of the implementation of systems for effectiveness through walk throughs and data conferences. Impact- student growth within our SPED population				
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 2 Funding Sources: 199 General Fund - 1000.00						
<p>4) Identified At-Risk students will be provided with after school/before school and/or Saturday tutorials by certified classroom teachers.</p> <p>- Snacks will be purchased to support scholars during state testing.</p>	Principal Assistant Principal Certified after school teacher	Students will increase their performance on Benchmarks and all state assessments.				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 20239.00, 199 General Fund - 500.00)						
<p>5) Students attending after school/before school and/or Saturday tutorials will be transported with an academic bus.</p>	Principal Assistant Principal Certified after school teacher	Students will have safe transportation home after their academic interventions				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 12717.00)						
<p align="center">Comprehensive Support Strategy</p> <p>6) Instructional materials and software will be purchased to aide in the instruction of Tier 1 Instruction, after school/before school and/or Saturday tutorials. Such materials are, but not limited to: Imagine Learning software, Sirius Education Solutions, Lead4ward, STAAR Master Companion, Math Warm Ups and Measuring Up. Intervention resources such as STAAR Ready reading materials will be used from Curriculum Associates.</p>	Principal Assistant Principal	Students will increase their performance on Benchmarks and all state assessments.				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 3260.00, 211 Title I, Part A - 10825.00)						

<p>7) General Supplies and Instructional materials will be purchased to aide in the instruction of Tier 1 instruction, after school/before school and/or Saturday tutorials . Such materials are, but not limited to: Webster Dictionaries, paper, ink, notebooks, chart paper, markers, composition notebooks, and scientific calculators.</p> <p>-Purchase poster machine paper and ink for instructional anchor charts, etc.</p>	<p>Principal Assistant Principal Certified after school teacher</p>	<p>Students will increase their performance on Benchmarks and all state assessments.</p>				
<p>Funding Sources: 199 General Fund - 12250.00, 211 Title I, Part A - 3268.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:







<p>Student Academic Achievement</p>
<p>Problem Statement 1: LEP students scored significantly lower than other subpopulations in Grades 7 and 8 on content area STAAR assessments with the largest gap being in 7th Grade Reading among the AA population who scored 57% passing and 27% passing scored by the LEP population. Root Cause 1: The LEP population is coming to us with large gaps that are being addressed, only slower than expected due to teacher training related to best instructional practices and the recent mandate that ELAR teachers have ESL certification.</p>
<p>Problem Statement 2: 8th Grade Social Studies STAAR passing rate dropped from 69% passing in 2017 to 34% passing in 2018. Root Cause 2: The level of rigor during initial instruction was lacking along with there being a false sense of security with student passing district checkpoint assessments with overall passing rates of 80%, 74%, and 65% for the last three checkpoints leading up to the STAAR assessment.</p>
<p>Problem Statement 3: SPED students across all grade levels average passing rate is 14% on STAAR for all content area subjects. Root Cause 3: Students are not given accommodations according to need and/or the accommodations are not revisited if the student is failing the course. Also, accommodations are monitored for routine, effective, and independent use.</p>
<p>Problem Statement 4: 7th Grade writing had a 51% passing rate which was below the district and state passing rate. Root Cause 4: 7th Grade ELAR teachers are responsible for teaching two STAAR subjects; reading and writing. Reading seems to take priority.</p>
<p>School Processes & Programs</p>
<p>Problem Statement 1: Based on overall STAAR 2018 scores and not meeting standard in Domain 1, best practices for instruction, differentiation and progress monitoring are not implemented with fidelity. Root Cause 1: There is no systematic way to observe classroom instruction and provide feedback to teachers.</p>
<p>Problem Statement 2: Claughton is #6 in performance out of the 7 middle schools in Spring ISD. Root Cause 2: There are no student non negotiables as it relates to students being engaged in authentic work and solving complex problems within one discipline and/or across disciplines.</p>
<p>Problem Statement 3: Historically, science and math has been low at Claughton with a passing rate of 53% passing rate for STAAR in 2018 respectively. Root Cause 3: Although the curriculum for science has been horizontally and vertically aligned, it is not the practice to compact the curriculum to support 8th grade science.</p>

Goal 2: Excellence in Every School

Performance Objective 1: Claughton Middle School will decrease the number of students in ISS and OSS from 1445 in 17-18 by 20%.

Evaluation Data Source(s) 1: Early warning reports, Assistant Principal and Counselor Data conferences, SpringWay Institute and weekly attendance meetings with agenda and sign in sheets.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
<p>1) Claughton Middle School will implement a campus wide discipline plan that focuses on cooperation, accountability, and parental partnerships that will:</p> <ul style="list-style-type: none"> -Provide teachers and staff with corrective discipline strategies using the "Pre-Referral Administrators Manual" with consistency and fidelity. -implement the use of our guidance counseling program that is responsive to the social and emotional needs of our students and less punitive. -offer professional development to teachers and staff on the topics of social and emotional learning from our counseling department. -Use of the Raptor system to help lower student tardies and ensure students are in class receiving initial instruction -Purchase 10 "Get Better Faster" books for professional development on coaching teachers. 	<p>Principal APs Teachers Behavior Specialists for SPED and RTI Counselors</p>	<p>CHAMPS Expectations Posted and will be followed by the students and implemented with fidelity by the teachers.</p> <p>Students will be able to communicate with staff openly in a risk free environment and can share the process of getting help if needed.</p> <p>Impact- reduce the number of classroom referrals, increase parent communication and participation, and greater collaboration between teachers and counselors.</p>				
<p>Comprehensive Support Strategy</p> <p>2) Provide counselors with resources needed to assist with guidance lessons in the classroom such as books (A Wrinkle in Time), paper, pencils, and chart paper.</p>	<p>Principal Counselors Assistant Principals</p>	<p>We expect stronger relationships to form which will aide in decreasing discipline problems on campus.</p>				
<p>Problem Statements: Perceptions 1, 2 Funding Sources: 199 General Fund - 800.00</p>		<p>Problem Statements: Demographics 1</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Claughton Middle School's discipline incidents increased from 1094 incidents to 1120 by the end of the year. Root Cause 1: Punitive consequences versus a more restorative approach.
Perceptions
Problem Statement 1: Teachers desire more discipline support from administrators. Root Cause 1: School wide discipline was not in effect that truly supported teachers in the classroom.
Problem Statement 2: There was a lack of communication from teachers to parents. Root Cause 2: Teachers did not consistently update their grade books, document parent communications appropriately, or send home regular and ongoing communication to parents.







Goal 3: High Performance From Every Employee

Performance Objective 1: Claughton Middle School will retain 85% or more of highly effective teachers.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Build capacity: Teachers will attend professional development sessions at the Writing Academy, Empowering Writers, Region IV Service Center, and a book Study of Teach Like a Champion/Get Better faster.	Principal Assistant Principals Academic Coaches	Coaching Notes Sign-in Sheets from Coaching meetings and District Professional development agendas				
	Problem Statements: Perceptions 1, 2 Funding Sources: 211 Title I, Part A - 5215.01					
2) Increase Zero - 2nd Year support teacher through support and guidance by assigning mentors/buddies and hosting campus based PD focused on the struggles of a new teacher throughout the school year by: -providing time for PLCs and planning during the school day organized by grade level and content; -Offer early intervention for struggling teachers by developing success plans a the first sign of need.	Principal Assistant Principals Mentor Teachers Counselors	Documented student progress by teacher on local and state assessments Improved teacher attendance				
	Problem Statements: Perceptions 1					
3) Celebrate progress/gains for teachers related to student achievement by: -Issuing of duty swap passes for teachers in recognition for achieving student academic progress and/or gains; -Using the Super Star Wall to celebrate and highlight teachers who show initiative and go above and beyond the call of duty.	Principal Assistant Principal ELL Specialist	Certificate of Participation Coaching Log & Success plans Retention of New Students				
	Problem Statements: School Processes & Programs 2 - Perceptions 2 Funding Sources: 199 General Fund - 500.00					

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Educators will identify and integrate technology enhanced activities to achieve learning objectives within their respective disciplines.</p> <p>Students will have an opportunity to learn and practice technology skills and ethical use of technology that will prepare them for the 321st century work place.</p> <p>Technology will allow administrators to gather and share current and timely information for decision making at the school and classroom levels.</p>	<p>Principal Assistant Principals Academic Coaches</p>	<p>Document student progress by teacher, coaching logs, teacher observations, PDs certificates</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

<p>School Processes & Programs</p>
<p>Problem Statement 2: Claughton is #6 in performance out of the 7 middle schools in Spring ISD. Root Cause 2: There are no student non negotiables as it relates to sdtudents being engaged in authenic work and solving complex problems within one discipline and/or across disciplines.</p>
<p>Perceptions</p>
<p>Problem Statement 1: Teachers desire more discipline support from administrators. Root Cause 1: School wide discipline was not in effect that truly supported teachers in the classroom.</p>
<p>Problem Statement 2: There was a lack of communication from teachers to parents. Root Cause 2: Teachers did not consistently update their grade books, document parent communications appropriately, or send home regular and ongoing communication to parents.</p>


Goal 4: Engaged Stakeholders in Every Community

Performance Objective 1: Cloughton Middle School will promote meaningful parent and community engagement based on the school climate surveys with a positive perception from the community from 20% to an estimated 50%

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Improve school to home communication to ensure parents are informed about school events, academic progress and goals, and procedures and expectations for our campus by -Using a variety of ways to communicate with parents, such as newsletters, marquee announcements emails, phone calls, Remind 101, campus/department websites, notes home, phone calls, and using a variety of social media sites. -	Principal Assistant Principals Parent Liasion Teachers	100% of Teachers and Staff Trained to Keep and Update Campus/Department				
		100% of School Events Advertised Using the Campus Website, Facebook and Twitter 50% Reduction in Returned Mail Due to Updated Parent/Guardian Home/E-Mail Addresses Compared to the BOY and EOY Feedback from Parents Using Parent Surveys Shows a Level 3-4 Satisfaction with School to Home Communication with 5 Being the Highest Rating				
Problem Statements: Demographics 1 - Perceptions 2 Funding Sources: 461 Campus Activity Fund - 300.00						
2) Engage community business partners as important stakeholders in public education by having open dialogue related to campus strengths, weaknesses, and needs that will encourage them to invest their resources, facilities, and time in helping Cloughton Middle School to reach campus goals related to student achievement.	Principal Assistant Principals Parent Liasion PTO	Active Participation by Community Business Partners in School/Community Events as Evidenced by Programs, Agendas, and/or Sign In Sheets				
		Problem Statements: Perceptions 2 Funding Sources: 199 General Fund - 500.00				

3) Host events on campus grounds that appeal to the needs of the school as well as and community by -Determining the needs of the community informally through parent/student conversations, staff feedback, and direction from central office. -Piloting the Family Leadership Institute every 4th Saturday of the month providing snacks, handouts, and resources to engage all participants.	Principal Assistant Principals Counselors CRS	Host a Back-to-School Event on Sunday, August 6, 2017 (Healthcare, Hair Cuts, School Supplies, etc.) Host Family Nights Every 6 Weeks to Highlight Academic Progress, Individual Student Progress, and/or Ways Parents Can Become Active Partners in Their Children Educational Career				
	Problem Statements: Demographics 1 - Perceptions 2 Funding Sources: 211 Title I, Part A - 1260.00					
4) Parents will be provided summer reading and math activities to ensure students stay academically engaged during the summer months. Resources such as: Channing Bete parent informational magazines	Principal Parent engagement Liasion	Result: Parent and students will learn together, therefore, emsuring students retain academic performance over the summer months and are academically prepared for the next grade level.				
	Funding Sources: 211 Title I, Part A - 760.00					
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Claughton Middle School's discipline incidents increased from 1094 incidents to 1120 by the end of the year. Root Cause 1: Punitive consequences versus a more restorative approach.
Perceptions
Problem Statement 2: There was a lack of communication from teachers to parents. Root Cause 2: Teachers did not consistently update their grade books, document parent communications appropriately, or send home regular and ongoing communication to parents.

Goal 5: Opportunities and Choice for Every Family

Performance Objective 1: Claughton Middle School will develop a master schedule that offers specialized classes of support for struggling learners and supports college and career readiness.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
Comprehensive Support Strategy 1) Offer Spanish I, Touch Data, and various other STEM and CTE classes taught by highly qualified teachers.	Principal APs Counselors Teachers	Students will be scheduled in the courses according to their preferences on listed on their course selection sheet.				
		Priority will be given to student needs when developing the master schedule.				
Problem Statements: School Processes & Programs 1, 2 Funding Sources: 199 General Fund - 0.00						
Comprehensive Support Strategy 2) Build in a 30-Minute Intervention period during the school day to address the needs of students who are in RTI and struggling academically.	Principal APs Counselors Teachers	Students will be placed in these intervention classes based on previous year's data and student need starting the first day of school.				
		Students will be rotated in and out of this intervention period as their needs change.				
Problem Statements: School Processes & Programs 1, 2 Funding Sources: 199 General Fund - 0.00						
Comprehensive Support Strategy 3) Offer 3 STAAR classes for reading and math in every grade level with a maximum class size of 20 taught by highly qualified teachers who are certified in reading and math.	Principal APs Counselors Teachers	Students will be placed in these classes based on previous year's data and student need starting the first day of school.				
		Each reading and math teacher will have a STAAR class which will be monitored daily.				
Feedback and coaching will be provided to the teacher in a timely fashion to ensure the needs of the students are met.						
Problem Statements: School Processes & Programs 1, 2 Funding Sources: 199 General Fund - 250.00						

4) Pilot the NAC (new arrival center) at CMS for all scholars new to the country (1 year or less). All teachers will be SIOP trained and work cohesively with the district's Multilingual Department.	Principal ELL Specialist APs Counselors	Higher achievement and growth on 2018 STAAR tests				
	Impact- NAC students will gain a greater vocabulary usage which will support their day to day classroom instruction.					
Problem Statements: Student Academic Achievement 1						
Funding Sources: 199 General Fund - 250.00						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: LEP students scored significantly lower than other subpopulations in Grades 7 and 8 on content area STAAR assessments with the largest gap being in 7th Grade Reading among the AA population who scored 57% passing and 27% passing scored by the LEP population. Root Cause 1: The LEP population is coming to us with large gaps that are being addressed, only slower than expected due to teacher training related to best instructional practices and the recent mandate that ELAR teachers have ESL certification.
School Processes & Programs
Problem Statement 1: Based on overall STAAR 2018 scores and not meeting standard in Domain 1, best practices for instruction, differentiation and progress monitoring are not implemented with fidelity. Root Cause 1: There is no systematic way to observe classroom instruction and provide feedback to teachers.
Problem Statement 2: Claughton is #6 in performance out of the 7 middle schools in Spring ISD. Root Cause 2: There are no student non negotiables as it relates to students being engaged in authentic work and solving complex problems within one discipline and/or across disciplines.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Improve initial classroom instruction in every classroom by: -implementing accountability walk-throughs where every administrator will complete 10 weekly walk-throughs and 5 face-to-face coaching/feedback sessions using the Walk-Thru Google doc. -planning for specific professional development conducted by department chairs and content admin based on teacher needs survey. - Facilitate the participation of Math and Reading teachers in Professional Developments at Region 4 to improve their pedagogy by strengthen conceptual understanding and procedural understanding of concepts assessed by the state test. -implementing structured PLCs weekly based on the CMS PLC calendar -Contracting with Suttle Freeman to provide PD and STEMScopes supplement to science teachers. -Also, teachers will attend the CAST professional development on 11/9-11/10. -Partner Houston A+ and Region IV to support all core content 8th grade teachers with lesson planning, implementation, and reteaching support. -Purchase Region IV STAAR science review for all 8th grade science teachers to use with planning and lesson design. -Teachers will also use dry erase boards and markers when implementing TLAC strategies such as "show me." Teachers will participate in professional development for Achieve 3000 software to be used as an intervention for reading. - After school and Saturday school tutorials will be offered by CMS teachers weekly.
1	1	2	Increase student achievement among the following student sub group by: - monitoring teacher implementation of the the ELPS, ELL accommodations, and IEP for dual coded ELLs as decided by the ARD and LPAC committees. (from 2017-2018) -Ensure teachers and co-teachers implement the continuous improvement process daily during SPED 101 collaborative sessions every 6 weeks -Implement cooperative grouping strategies, interactive notebooks, non linguistic accommodations, anchor charts, and brain breaks in each core content class to support ELL and SPED pops. - Schedule newcomer ELLs to the NAC program and ESL students in families that travel as a cohort -Hire 2 tutors for daily push in support of our ESL/ELL/LEP students in their core content classes -Purchase SIRIUS resource/books for students to use to better STAAR results.
1	1	3	Increase student achievement among the following student sub groups by: -monitoring teacher and case manager implementation of student IEP accommodations as by SPED department chair -monitoring grades of SPED students to ensure failure ARDS are conducted every 6 weeks through collaboration meetings. -Ensure teachers and co-teachers implement the continuous improvement process by having the opportunity to plan and disaggregate data together. -Strategically place SPED students in daily intervention courses built into their schedules; Numeracy and Literacy -Use of MAP Growth and Skills to track growth and design interventions for reading and math using Achieve 3000 and Kahn Academy.
1	1	6	Instructional materials and software will be purchased to aide in the instruction of Tier 1 Instruction, after school/before school and/or Saturday tutorials. Such materials are, but not limited to: Imagine Learning software, Sirius Education Solutions, Lead4ward, STAAR Master Companion, Math Warm Ups and Measuring Up. Intervention resources such as STAAR Ready reading materials will be used from Curriculum Associates.
2	1	2	Provide counselors with resources needed to assist with guidance lessons in the classroom such as books (A Wrinkle in Time), paper, pencils, and chart paper.

Goal	Objective	Strategy	Description
3	1	4	Educators will identify and integrate technology enhanced activities to achieve learning objectives within their respective disciplines. Students will have an opportunity to learn and practice technology skills and ethical use of technology that will prepare them for the 321st century work place. Technology will allow administrators to gather and share current and timely information for decision making at the school and classroom levels.
5	1	1	Offer Spanish I, Touch Data, and various other STEM and CTE classes taught by highly qualified teachers.
5	1	2	Build in a 30-Minute Intervention period during the school day to address the needs of students who are in RTI and struggling academically.
5	1	3	Offer 3 STAAR classes for reading and math in every grade level with a maximum class size of 20 taught by highly qualified teachers who are certified in reading and math.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Eboni Taylor	Associate Principal
Classroom Teacher	Leonard Castleberry	Band Director
Classroom Teacher	Michael Wright	Teacher
Classroom Teacher	Lillian Pope	Theater Arts Teacher
Classroom Teacher	Kim Bell	CTE Teacher
Classroom Teacher	Reiko Foster	ELA Teacher
Business Representative	Reginald Isreal	Business Representative
Administrator	Rodney Louis	Principal

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	District Curriculum, LPAC, ELL, Eduphoria, and SIOP training		\$2,000.00
1	1	2	ESLTutors		\$18,000.00
1	1	2	ESL Instructional Materials		\$18,748.00
1	1	3	Travel-Staff		\$1,000.00
1	1	4	Snacks		\$500.00
1	1	7	General Supplies		\$12,250.00
2	1	1	Updated Raptor System		\$800.00
3	1	3			\$500.00
4	1	2	Local business directory		\$500.00
5	1	1	17-18 Education Planning Guide, List of Teacher Certifications, Schedule of Area Job Fairs		\$0.00
5	1	2	Student Data from 16 -17		\$0.00
5	1	3	Student data from 17-18, Teacher Certifications		\$250.00
5	1	4	Professional development for SIOP teachers		\$250.00
Sub-Total					\$54,798.00
Budgeted Fund Source Amount					\$54,798.00
+/- Difference					\$0
199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutorials	6118.TU	\$16,000.00
1	1	4	Afterschool Detention Bus		\$4,239.00
1	1	5	After school Academic Bus	6494.UB	\$12,717.00
1	1	6	Math Warn Ups		\$3,260.00
Sub-Total					\$36,216.00

Budgeted Fund Source Amount					\$39,956.00
+/- Difference					\$3,740.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title 1 Tutors		\$20,000.00
1	1	6	Sirius Education Solutions		\$2,640.00
1	1	6	Sirius Education Solutions		\$1,335.00
1	1	6	Lead4ward E-PLC		\$850.00
1	1	6	Imagine Learning Software		\$6,000.00
1	1	7	General Supplies		\$1,168.00
1	1	7	Merriam Webster Dictionary		\$2,100.00
3	1	1	Teach Like A Champion 2.0 Book		\$223.68
3	1	1	Empowering Writers		\$2,351.33
3	1	1	Writing Academy		\$2,640.00
3	1	4	laptops, computers, Chromebooks, Printers, projectors, scanners,, document cameras, etc	6397.00	\$5,000.00
4	1	3	Snacks for family nights; door prizes	6499.pi	\$500.00
4	1	3	PTO Training	6399.pi	\$760.00
4	1	4	Channing Bete	6300	\$760.00
Sub-Total					\$46,328.01
Budgeted Fund Source Amount					\$58,188.00
+/- Difference					\$11,859.99
Grand Total					\$137,342.01