

Houston Independent School District
048 Clifton Middle School
2022-2023 Campus Improvement Plan



Mission Statement

The Clifton community holds respect and safety for all people as basic tenets for all interactions among the members of the community and visitors who enter our doors. Dedicated to academic excellence, Clifton Middle School believes that all students can successfully learn. As an educational community, we are committed to striving to identify and meet the academic needs of each student as well as helping to remove barriers that interfere with academic success. Our mission is to create opportunities to empower and develop leaders who are global citizens in a productive society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Clifton Middle School is a STEM Magnet School located in Northwest Houston, nestled in a small community of multi-family and single-family homes surrounded by small businesses. Clifton serves its community by offering a regular program, neighborhood vanguard program (GT), and a STEM (Science, Technology, Engineering, Math) Magnet program. Clifton's enrollment has steadily decreased over the last five years and is approximately 500 students. The school demographics are: Hispanic 82% (404 students) African American 14% (68 students), White 2% (10 students), Asian 1% (2 students), and about 1% (6 students) who identify themselves as two or more races, Special Education 12% (59 students), Emergent Bilinguals (EB) 51% (250 students), and Gifted and Talented 6% (29 students). Ninety-nine percent of the student body is on free or reduced lunch while 73% of the total population is At-Risk. Clifton has a school-wide Title I program. The student dropout rate was less than one percent (0.6%) while the student attendance rate was 94.5%. These percentages have continually remained constant with small fluctuations. Clifton's teachers and staff body is composed of 36% African American, 27% Hispanic, 2% White, 1% Other. Teachers with advanced degrees make up for 49% of our teachers. Clifton has a counselor, one teacher specialist, and two assistant principals. Clifton Middle School offers different programs to approach students' needs. These programs are developed to help students to achieve their academic goals and success in society. The programs are STEM (Science, Technology, Engineering, and Math), Regular program, Neighborhood Vanguard Program (GT), ESL program, and Special Education program. Clifton offers students 5 high school credit courses like Algebra, Non-Native / Native Spanish, and AP Spanish. All teachers teaching in the various programs are GT and content certified teachers who are in compliance with NCLB. The teachers at Clifton use a variety of resources to ensure increased success across all academic content areas. These resources include, but are not limited to, closely following the HISD Planning Guides, incorporating Lead4ward training, effective PLC, and Second Language Acquisition Sheltered Instruction strategies. We are implementing school wide lesson plans templates and data tracking systems. Collaboration and continued professional development are practiced on a weekly basis during scheduled class periods and on selected after-school PLCs. Academic leaders, grade level team leaders and the administrative team provide opportunities for sharing of best practices (i.e. At Bats) during common planning time within the master schedule. Collaboration is practiced on a weekly basis to dive deep in the understanding of the TEKS objectives. Teachers work collaboratively to analyze student data, reflect on effective teaching practices and to plan instruction and interventions. Teachers identify students needing assistance and develop a plan for intervention that is unique for every student. The leadership team provides teachers with continued feedback and coaching that is aligned with the state Teacher Appraisal system T-TESS. In addition to our appraisers providing job-embedded coaching, we receive additional support from selected departments within the district. Clifton has become part of the Verizon Innovative Learning school which will allow our students and staff to have access to technology and 5G data to access the internet. Each student and teachers will receive a Chrome-book and have access to a technology coach that will support the school community with STEM education and technology learning tools.

Demographics Strengths

The performance of the economically disadvantaged students and Hispanic students aligns with the performance of all students in all content areas and grades with approximately 23% of the students performing at the meets level in reading and 18% in math in 6th grade, 35% in the 7th grade reading and 13% in Math and in 8th grade around 34% of the students performed at the meets level in reading and 9% in Math, 39% in science and 9 % in social studies.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): The performance of the students identified as Emergent Bilinguals is significantly lower than the performance of the students that are not Emergent Bilinguals. **Root Cause:** Lack of consistent implementation of sheltered language strategies in the teaching of all content areas that allows second language learners to access the academic content in English.

Student Learning

Student Learning Summary

Based on the last official testing data in 2018-19 despite of meeting the standard with a D rating, the school was identified as a campus who need targeted support and improvement due to missing the targets in the indicators under Domain 3, Closing the Gaps. Our overall TEA report card score increased from 65 to 67. In terms of academic achievement, we increased our number of students at the "approaches" level in all contents except science (where we only dropped by 2 points). Our student achievement (domain 1) increased from 59 to 60 and our relative performance (domain 2) increased from 66 to 70. These improvements in data came despite teachers considering enough to have students passing at the approaches level.

Clifton's 2019 STAAR Data indicates the following:

All subjects: The aggregate STAAR passing rate at or above the Approaches Performance Standard increased from 57% to 62% in all tests. Total Reading increased from 60% in 2018 to 62% in 2019. Total Math increased from 68% in 2018 to 72% in 2019. Writing increased from 42% in 2018 to 50% in 2019 as well as Social Studies increased from 28% to 45% while Science showed a decrease from 58% to 56%.

Reading, Writing and Social Studies showed an increase in the performance of the students performing at the meets and masters' levels from 2018 to 2019. In reading from 28% to 30% and from 12% to 15% at the masters' level. In writing the percentage of the students performing at the meets level increased from 18% to 22% and from 2% to 6% at the master levels, while in Social Studies increased from 8% to 15% at the meets level and from 3% to 5% at the masters' level.

However, the performance at the meets and masters' levels decreased in all subjects from 27% to 26% at the meets level and from 9% to 8% at the masters' level. In math from 35% to 29% at the meets level and from 11% to 6% at the master's level. In Science it showed a decreased from 25% to 19% at the meets level and from 8% to 5% at the masters' level.

At the school level, the passing rate for Economically Disadvantaged students in all subject and at the three performance levels is almost identical to the passing rate of all students.

However, the performance of our English Language Learners and our Special Education students demonstrated a gap that keeps widening in our 2019 STAAR results.

The aggregate STAAR passing rate at or above the Approaches Performance Standard showed a decrease from 62% of all students to only 40% of the EL and 38% of the special education students in all subjects. Total Reading showed a decrease from 62% of all students to only 38% of the EL and 34% of the special education students. Total Math showed a decrease from 72% of all students to only 57% of the EL and 59% of the special education students. Writing showed a decrease from 50% of all students to only 22% of the EL and 39% of the special education students. Science showed a decreased from 56% of all students to only 36% of the EL and 17% of the special education students as well as Social Studies showed a decrease from 45% of all students to only 17% of the EL and 13% of the special education students.

At the meets and masters' level the performance of the EL and Special Education students showed lower scores in all content except in Writing for the Special education students which the performance was higher than the one from all students with 35% of the students performing at the meets level and 17% at the masters' level. The performance in Reading for the EL students at the meets level was at 10% and at 3% at the masters' level; and for the special education students had 23% performing at the meets level and 8% at the masters' level. The performance in Math for the EL students at the meets level was at 14% and at 5% at the masters' level; and for the special education students had 26% performing at the meets level and 5% at the masters' level. The performance in Writing for the EL students at the meets level was at 6% and at 2% at the masters' level. The performance in Science for the EL students at the meets level was at 7% and at 3% at the masters' level; and for the special education students had 8% performing at the meets level and 0% at the masters' level. The performance in Social Studies for the EL students at the meets level was at 5% and at 3% at the masters' level; and for the special education students had 8% performing at the meets level and 0% at the masters' level.

When looking at the scores from the 2021 STAAR test the gap in performance for all students has widening decreasing by 23% at the approaches level in all subjects and by 35% at the approaches level in math. This decrease in performance for all students has also been very similar when looking at the two subgroups, English Language Learners and Special Education students, that showed a decreased in 2019 scores.

A factor impacting student achievement was staffing. We had a mid-year vacancy in 7th grade math and 8th grade Social Studies. We also had an 8th grade math teacher with FMLA

absences due to health. In addition, both of our 8th grade science teachers were teaching 8th grade for the first time.

Due to the pandemic and the incorporation of distance learning, we predict that the achievement gaps have widened. Student engagement and participation in online learning was not consistent. While we adapted quickly and incorporated systems to engage and check for understanding while online; many students never made it to class at all, regardless of various attempts to get them to sign-on.

During the 2019-2020 school year teacher attendance and rigorous instruction with embeded sheltered instruction strategies lacked consistent implementation as well as monitoring.

Student Learning Strengths

The performance of the Economically disadvantaged students it is at the same performance level as the performance of all students.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Students identified as Emergent Bilinguals and Special education students perform significantly lower than the students that are not identified as either. **Root Cause:** Lack of consistent implementation of second language learners strategies with emphasis on the oral and academic language development as well as the lack of implementation and use during instructional and testing time of the appropriate accommodations for the students.

Problem of Practice 2 (Prioritized): The low performance in reading of EB and special education students. **Root Cause:** The root cause for the low performance of EB and special education students in Reading is a failure to match readers to texts in such a way that we build reading comprehension and vocabulary sufficient to meet the linguistic needs of all students' populations.

Problem of Practice 3 (Prioritized): Low performance in Math across all students and grade levels. **Root Cause:** The root cause of the low performance math is due to a lack of instruction that is hands on and helps students move from concrete to abstract thinking.

School Processes & Programs

School Processes & Programs Summary

Clifton Middle School will implement the effective school framework levers this year Our focus will be on lever 1 "Strong Leadership and Planning"and Lever 5 Effective Instruction. We will be implementing school wide lesson plans templates, providing timely feedback to teachers. We will focus on Tier 1 instruction and implementation of check for understanding during the lesson cycle as well as the use of sheltered instruction strategies and use of sentence stems to develop the academic language of tall students, with a special focus on second language learners and special education students; in all core and non-core classrooms. Core content teachers teachers will participate in weekly professional learning communities (PLC). During this time, we align our instruction with high leverage research based strategies, backwards planning for our common assessments based on the district snapshots outlines. We will be providing prescriptive professional learning opportunities to increase teacher capacity and facilitate the implementation of school wide initiatives and sheltered instruction strategies. To analyze and desegregate data we will be utilizing the HISD DDI Action Protocol after assessments as well as incorporating school wide data trackers for the implementation of daily exit tickets.

Clifton MS is a Verizon Innovative School, therefore all of our students will receive a Chrome-book with 5G of internet data that will allow the implementation of technology based supplemental instructional techniques and professional development by our technology coach.

School Processes & Programs Strengths

DDI action protocol documents were implemented last year. Teachers use data trackers to track student achievement and modify instruction as needed. Content area teachers have daily common planning time to plan and collaborate across grade levels.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Processes, practices and expectations for planning, coaching and instruction are inconsistent and there is a lack of adequate material to support literacy and math gaps for second language learners. **Root Cause:** Lack of consistency and monitoring when implementing new programs and providing supports for second language learners.

Perceptions

Perceptions Summary

Clifton Middle School's attendance rate is currently 94%. In the last three years since 2018-2019, the attendance has stayed below 95.6%. Campus discipline data indicates behavior is good and disciplining actions are relatively low. Clifton utilizes restorative discipline practices and all staff have received professional development around strategies to support social emotional health for students. Our new counselor works with our students that need to develop strategies that will allow them to be more responsible with their academic work.

While our community has been severely impacted by COVID-19, parents and community members are actively supporting our school online in the following ways. Communication is utilized through Microsoft Teams, Campus wide Living Tree, Clifton's website, and our social media pages on Facebook and Twitter.

While COVID 19 has prevented many in-person events, we were able to host orientations with the parent/guardian participation of 150 of our students.

Based on a staff survey, 78% of the staff felt that there was a lack of clear expectations and lack of communication and monitoring of initiatives.

Perceptions Strengths

Clifton's community keeps striving to improve the positive perception of the school. Clifton participates in UIL competitions (academic, athletics, band, choir and theater)

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Our Emergent Bilinguals and special education students are performing below our all students population on district and state assessments.

Root Cause: Lack of rigor and monitoring of school wide programs, in the classroom. Need the perception that all students can learn at high-level.

Priority Problems of Practice

Problem of Practice 1: The performance of the students identified as Emergent Bilinguals is significantly lower than the performance of the students that are not Emergent Bilinguals.

Root Cause 1: Lack of consistent implementation of sheltered language strategies in the teaching of all content areas that allows second language learners to access the academic content in English.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Students identified as Emergent Bilinguals and Special education students perform significantly lower than the students that are not identified as either.

Root Cause 2: Lack of consistent implementation of second language learners strategies with emphasis on the oral and academic language development as well as the lack of implementation and use during instructional and testing time of the appropriate accommodations for the students.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 5: Processes, practices and expectations for planning, coaching and instruction are inconsistent and there is a lack of adequate material to support literacy and math gaps for second language learners.

Root Cause 5: Lack of consistency and monitoring when implementing new programs and providing supports for second language learners.

Problem of Practice 5 Areas: School Processes & Programs

Problem of Practice 6: Our Emergent Bilinguals and special education students are performing below our all students population on district and state assessments.

Root Cause 6: Lack of rigor and monitoring of school wide programs, in the classroom. Need the perception that all students can learn at high-level.

Problem of Practice 6 Areas: Perceptions

Problem of Practice 3: The low performance in reading of EB and special education students.

Root Cause 3: The root cause for the low performance of EB and special education students in Reading is a failure to match readers to texts in such a way that we build reading comprehension and vocabulary sufficient to meet the linguistic needs of all students' populations.

Problem of Practice 3 Areas: Student Learning

Problem of Practice 4: Low performance in Math across all students and grade levels.

Root Cause 4: The root cause of the low performance math is due to a lack of instruction that is hands on and helps students move from concrete to abstract thinking.

Problem of Practice 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

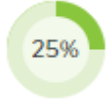
Goal 1: ELAR: By the end of the 2022-2023 school year, the percent of students scoring at "Meets" standard level will increase from 36% to 40% and the percent of students scoring at "Masters" standard level will increase from 20% to 25% as measured by STAAR Reading.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year 75% of all students will meet growth measures in Reading.






Evaluation Data Sources: BOY, MOY, EOY (Renaissance Data, District Assessments, Campus Assessments, and weekly/biweekly reports of platform usage and student performance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide continuous professional development on the implementation of Literacy Routines. PLC's focused on data and planning. Focus on classroom culture as it pertains to Listening, Speaking, Reading and Writing.</p> <p>Strategy's Expected Result/Impact: Increased achievement in sub-population data. Closing of the achievement gap on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, tier 2 leaders</p> <p>Action Steps: Implement Best Practices for Student Learning identified through PLC with fidelity. Remind educators of the best practices that were identified for reading and writing during PLC's Educators will showcase how they implement practices in their classroom for the ELA team during content PLC's- "At Bats." All administrators will ensure that the ELA team is implementing the identified Best Practices for Student Learning consistently to increase student academic performance. Appraiser will provide feedback on lesson plans.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue






Measurable Objective 2: 60% of all students will show a growth of at least 40 SGP (Student growth percentile) on the reading renaissance 360 screener

Evaluation Data Sources: BOY, MOY, EOY, and progress monitoring reports of Renaissance 360

Strategy 1 Details	Reviews			
<p>Strategy 1: Prescriptive, and data driven tiered small group with shelter instruction strategies to foster academic language development for second language learners.</p> <p>Strategy's Expected Result/Impact: Increased achievement in sub-population data. Closing of the achievement gap on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, tier 2 leaders</p> <p>Action Steps: Use prescriptive lessons from R360. Students will complete 2 Imagine Literacy lessons weekly. Reading and writing connections/conclusions after every group session. Consistently use of structured conversations. Use of think alouds and turn and talks. Frequent checks for understanding during the lesson and exit tickets.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Measurable Objective 3: At least 73% of students will increase their overall percent correct from one district formative assessments to another.

Evaluation Data Sources: District Assessments, TEA Interim Assessments, Ren 360 Progress Monitoring, Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Tier I and Tier II instruction will focus on the Sheltered Instruction framework across contents. In addition to ensuring all content areas are targeting a language domain through their intentional development of language objectives</p> <p>Strategy's Expected Result/Impact: Increased achievement in sub-population data. Closing of the achievement gap on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Tier 2 leaders, teachers.</p> <p>Action Steps: Targeted language objectives will be developed using ELPS based on the language domain students are struggling to master. Historically, students struggle with the speaking and writing components, thus, cooperative learning strategies and pushing scholars to engage in academic discourse will be a key look for that administrators will be given feedback to teachers on consistently.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.


Goal 1: MATH: By the end of the 2022-2023 school year, the percent of students scoring at "Meets" standard level will increase from 20% to 30% and the percent of students scoring at "Masters" standard level will increase from 5% to 20% as measured by STAAR Math.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year 75% of all students will meet growth measures in Math.






Evaluation Data Sources: BOY, MOY, EOY (Renaissance Data, District Assessments, Campus Assessments, and weekly/biweekly reports of platform usage and student performance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure students have diverse ways to approach concepts by improving their understanding of stimuli. PLC's focused on data and planning. Focus on classroom culture as it pertains to Listening, Speaking, Reading and Writing.</p> <p>Strategy's Expected Result/Impact: Increased achievement in sub-population data. Closing of the achievement gap on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, tier 2 leaders</p> <p>Action Steps: Implement Best Practices for Student Learning identified through PLC with fidelity. Remind educators of the best practices that were identified for reading and writing during PLC's Educators will showcase how they implement practices in their classroom for the Math team during content PLC's- "At Bats." All administrators will ensure that the Math team is implementing the identified Best Practices for Student Learning consistently to increase student academic performance. Appraiser will provide feedback on lesson plans.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 2: 60% of all students will show a growth of at least 40 SGP (Student growth percentile) on the math renaissance 360 screener

Evaluation Data Sources: BOY, MOY, EOY, and progress monitoring reports of Renaissance 360

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Renaissance data to effectively group students based on skill needs and implement structured intervention opportunities during the instructional period.</p> <p>Strategy's Expected Result/Impact: Increased achievement in sub-population data. Closing of the achievement gap on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, tier 2 leaders</p> <p>Action Steps: 1. Administer Renaissance BOY assessment. 2. Utilize Renaissance BOY data to group students by Tier, by period. 3. Plan and implement tiered instruction during independent practice time to accommodate for the needs of students. 4. Document student interventions. 5. Progress monitoring will be administered monthly and tier groups adjusted. 6. The action steps will start over at step 2 after each progress monitoring period. Frequent checks for understanding during the lesson and exit tickets. Use prescriptive lessons from R360. Students will complete 2 Imagine Math lessons weekly</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: At least 73% of students will increase their overall percent correct from one district formative assessments to another.

Evaluation Data Sources: District Assessments, TEA Interim Assessments, Ren 360 Progress Monitoring, Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Tier I and Tier II instruction will focus on the Sheltered Instruction framework across contents. In addition to ensuring all content areas are targeting a language domain through their intentional development of language objectives</p> <p>Strategy's Expected Result/Impact: Increased achievement in sub-population data. Closing of the achievement gap</p>	Formative			Summative
	Nov	Jan	Mar	June

on district and state assessments.

Staff Responsible for Monitoring: Principal, Tier 2 leaders, teachers.

Action Steps: Targeted language objectives will be developed using ELPS based on the language domain students are struggling to master. Historically, students struggle with the speaking and writing components, thus, cooperative learning strategies and pushing scholars to engage in academic discourse will be a key look for that administrators will be given feedback to teachers on consistently.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.






Goal 1: SCHOOL PROGRESS: By the end of the 2022-2023 school year, the passing rate of all students at the Masters standard level will increase from 20% to 30% in Reading, from 5% to 20% in Math, from 29% to 35% in Science and from 9% to 30% in Social Studies.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 25% of all the students will score at or above 90% on formative and common assessments

Evaluation Data Sources: On-track data reports from district assessments and common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Backwards planning supported by the creation of open-ended questions and written responses integrated in checks for understanding utilizing the district assessments outlines to create common assessments.</p> <p>Staff Responsible for Monitoring: Principal, Tier 2 leaders, teachers</p> <p>Action Steps: Spiral review to observe trends in small group instructions to ensure the needs of all students are met. Implement Lead 4Ward strategies. Use different strategies to check for understanding. Oracy developments to develop higher thinking skills. Adaptive instruction (extension activities and scaffold review activities).</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: CLOSING THE GAPS: By the end of the school year 2022-2023 the percent of special education students passing STAAR Reading will increase from 35% to 40% and in the STAAR Math will increase from 31% to 40%.


Strategic Priorities:


Expanding Educational Opportunities


Measurable Objective 1: 50% of all the special education students will score at or above 55% on formative and common assessments


Evaluation Data Sources: On-Track Reports, and data from teacher data binders.


IEP progress Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Backwards planning supported by the creation scaffolding strategies and implementation of an effective use of the accommodations integrated in checks for understanding aligned to the identified learning objectives</p> <p>Strategy's Expected Result/Impact: Increased achievement in sub-population data. Closing of the achievement gap on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Tier 2 leaders, teachers, special education chair</p> <p>Action Steps: Differentiation and implementation of designated supports and accommodations professional development during PLC and campus PD.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress


 Accomplished


 Continue/Modify


 Discontinue


Measurable Objective 2: 60% of all special education students will show a growth of at least 20 SGP (Student growth percentile) on their renaissance 360 screeners

Evaluation Data Sources: BOY, MOY, EOY, and progress monitoring reports of Renaissance 360

Strategy 1 Details	Reviews			
<p>Strategy 1: Prescriptive, and data driven tiered small group with shelter instruction strategies to foster academic language development for special education students implementing Goalbook strategies</p> <p>Strategy's Expected Result/Impact: Increased achievement in sub-population data. Closing of the achievement gap on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Tier 2 leaders, teachers, special education chair</p> <p>Action Steps: Use the prescriptive lessons from Renaissance 360 for small group instruction. Use of instruction in a variety of formats so students can gain mastery. Utilize hands-on activities so students can manipulate object to formulate ideas and aid in their self-expression. Adaptive instruction (extension activities and scaffolded review activities).</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: N/A - Additional Campus Goals






Goal 1: ATTENDANCE: By the end of the year 2022-2023, school attendance rate will increase from 87% to 95%

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Increase attendance by 0.1% every 6 weeks

Evaluation Data Sources: Family contact records, Number of magnet growth plans, and attendance contracts. Attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a clear and define accountability system around attendance done by individual plans for students, parent conferences, home visits</p> <p>Strategy's Expected Result/Impact: With increased attendance teaching and learning will occur daily which will allow to increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Tier 2 Leaders, Counselor, Attendance clerk</p> <p>Action Steps: Identify students not attending classes. Contact parents to assess for situations that may impede participation and attendance. Initial contacts will consist of phone calls, but not limited to texts, emails or letters. Unsuccessful communication with parent will result in home visit to assure contact is made with an adult.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals






Goal 2: DISCIPLINE: Reduce total behavior referrals by 25% and bring proportionality within 5% of population

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Receive fewer than 88 office referrals a month (approx. 2 per teacher)

Evaluation Data Sources: Discipline Report, Parent Communication Log

Strategy 1 Details	Reviews			
<p>Strategy 1: Participate in restorative circles and behavior tracker in the classroom</p> <p>Strategy's Expected Result/Impact: Consistency on discipline procedures avoiding suspension will lead to increase on student achievement</p> <p>Staff Responsible for Monitoring: Principal, Tier 2 Leaders, Counselor, Teachers</p> <p>Action Steps: School-wide communication Log Discipline Flow Chart Behavior Contracts Once referrals are received, communication with student involved and parent will occur. Determine if ongoing sessions with counselor, participation in Social Skills group or a community provider is needed.</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals






Goal 3: VIOLENCE PREVENTION: 100% of the students will be trained to recognize the warning signs of bullying (including cyberbullying), differentiate between bullying and conflict and be able to identify a trusted adult they can report to.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of the students will receive training of bullying prevention through counselor weekly lessons.

Evaluation Data Sources: Discipline Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Build relationships with students to foster awareness and promote the "see/hear something, say something"</p> <p>Staff Responsible for Monitoring: Principal, tier 2 leaders, and teachers</p> <p>Action Steps: Principal and tier 2 leaders will be highly visible at all times on campus. Positive behavioral interventions and emphasis on cooperative learning to help students to deal with conflict resolution. Support students to identify a trusted adult on campus to report any instances of bullying</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals






Goal 4: SPECIAL EDUCATION : By the end of the school year 2021-2022, the percent of special education students passing STAAR Reading will increase from 35% to 40% and in the STAAR Math will increase from 31% to 40%.

Strategic Priorities:

Transforming Academic Outreach


Measurable Objective 1: 50% of all the special education students will score at or above 55% on formative and common assessments


Evaluation Data Sources: BOY, MOY, EOY (Renaissance Data, District Assessments, Campus Assessments, and weekly/biweekly reports of platform usage and student performance.


Strategy 1 Details	Reviews			
<p>Strategy 1: Backwards planning supported by the creation scaffolding strategies and implementation of an effective use of the accommodations integrated in checks for understanding aligned to the identified learning objectives</p> <p>Strategy's Expected Result/Impact: Increased achievement in sub-population data. Closing of the achievement gap on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Tier 2 leaders, teachers, special education chair</p> <p>Action Steps: Differentiation and implementation of designated supports and accommodations professional development during PLC and campus PD.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Measurable Objective 2: 60% of all special education students will show a growth of at least 20 SGP (Student growth percentile) on their renaissance 360 screeners

Evaluation Data Sources: BOY, MOY, EOY, and progress monitoring reports of Renaissance 360

Strategy 1 Details	Reviews			
<p>Strategy 1: Prescriptive, and data driven tiered small group with shelter instruction strategies to foster academic language development for English Language Learners students implementing sheltered instruction strategies</p> <p>Strategy's Expected Result/Impact: Increased achievement in sub-population data. Closing of the achievement gap on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Tier 2 leaders, teachers.</p> <p>Action Steps: Use the prescriptive lessons from Renaissance 360 for small group instruction. Use of instruction in a variety of formats so students can gain mastery. Utilize hands-on activities so students can manipulate object to formulate ideas and aid in their self-expression. Adaptive instruction (extension activities and scaffolded review activities).</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: N/A - Additional Campus Goals


Goal 5: SPECIAL POPULATIONS: By the end of the 2022-2023 school year, the percent of Emergent Bilinguals scoring at "Meets" standard level will increase from 27% to 33% and the percent of English language learners scoring at "Masters" standard level will increase from 18% to 25% as measured by STAAR Reading. The percent of Emergent Bilinguals scoring at "Meets" standard level will increase from 14% to 18% and the percent of Emergent Bilinguals scoring at "Masters" standard level will increase from 3% to 10% as measured by STAAR Math.


Strategic Priorities:


Expanding Educational Opportunities, Transforming Academic Outreach


Measurable Objective 1: 80% of current and monitor EB students will score at or above 65% on formative and common assessments


Evaluation Data Sources: On-track reports, data from teacher data binders and exit tickets.

Strategy 1 Details	Reviews			
<p>Strategy 1: Backwards planning supported by the creation of open-ended questions and written responses integrated in checks for understanding aligned to the identified learning objectives use of visuals and sentence stems</p> <p>Strategy's Expected Result/Impact: Increased achievement in sub-population data. Closing of the achievement gap on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Tier 2 leaders, teachers</p> <p>Action Steps: Apply and use sheltered instruction strategies. Plan CFU and classroom questions. Best practices strategies: visuals, TPR, Sentence Stems, Exit Tickets, verbal and non-verbal cues. Adaptive instruction (extension activities and scaffolded review activities).</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>20%</p>			

 0% No Progress


 100% Accomplished


 Continue/Modify


 Discontinue


Measurable Objective 2: 80% of all Emergent Bilinguals will show a growth of at least 35 SGP (Student growth percentile) on their renaissance 360 screeners

Evaluation Data Sources: BOY, MOY, EOY, and progress monitoring reports of Renaissance 360

Strategy 1 Details	Reviews			
<p>Strategy 1: Prescriptive, and data driven tiered small group with shelter instruction strategies to foster academic language development for special education students implementing Goalbook strategies</p> <p>Strategy's Expected Result/Impact: Increased achievement in sub-population data. Closing of the achievement gap on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Tier 2 leaders, teachers, special education chair</p> <p>Action Steps: Use the prescriptive lessons from Renaissance 360 for small group instruction. Use of instruction in a variety of formats so students can gain mastery. Utilize hands-on activities so students can manipulate object to formulate ideas and aid in their self-expression. Adaptive instruction (extension activities and scaffolded review activities).</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: N/A - Additional Campus Goals






Goal 6: PARENT and COMMUNITY ENGAGEMENT: Increase parental engagement and participation in school events by 25% by the end of the school year 2022-2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Membership of PTO will increase by 15% and PTO will coordinate/host campus events over the course of the school year.

Evaluation Data Sources: PTO Board members, meeting minutes

Strategy 1 Details	Reviews			
<p>Strategy 1: By having an established PTO we will be able to better partner and give a voice to the parents in our community.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement will lead to increase students achievement as parent are more involve in support their child academic growth.</p> <p>Staff Responsible for Monitoring: Principal, Tier 2 leaders, Counselor, teachers</p> <p>Action Steps: Utilize school messenger strategically and social media handles to inform parents of upcoming/ important dates, events, and/or action items required on their part. Utilize Canvas and Clifton Website as streamlined mean of communication</p> <p>Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

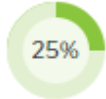




The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Increase percentage of students in the fitness zone from 65% to 68%

Evaluation Data Sources: Student participation records and fitness test results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Educate students about healthy choices and physical fitness to build up students' repertoire around food choices and activity level.</p> <p>Strategy's Expected Result/Impact: Healthier community</p> <p>Staff Responsible for Monitoring: PE teachers, Tier 2 leaders, principal, nurse</p> <p>Action Steps: Educate students on healthy choices at lunch time</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for 048 Clifton Middle School

Total SCE Funds: \$18,783.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

SCE funds will be used to support English Language Learners with the developing of Academic English language which will allow them to improve their performance on the state assessments by training teachers on Second Language Acquisition Strategies for Listening, Speaking, Reading and Writing; and to support all the students that struggle with math through the purchase of the Imagine Math Facts for all students in the campus

Personnel for 048 Clifton Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
George, Laura K	Tchr, ESL Secondary	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

When looking at the scores from the 2022 STAAR test the gap in performance for all students has widening decreasing by 23% at the approaches level in all subjects and by 35% at the approaches level in math. This decrease in performance for all students has also been very similar when looking at two subgroups, Emergent Bilinguals and Special Education students, that showed a decreased in 2019 scores.

The goals for this school year are:

- The percent of students scoring at "Meets" standard level will increase from 36% to 40% and the percent of students scoring at "Masters" standard level will increase from 20% to 25% as measured by STAAR Reading.
- The percent of students scoring at "Meets" standard level will increase from 20% to 30% and the percent of students scoring at "Masters" standard level will increase from 5% to 20% as measured by STAAR Math.
- The passing rate of all students at the "Masters" standard level will increase from 20% to 30% in Reading, from 5% to 20% in Math, from 29% to 35% in science 25 and from 9% to 30% in Social Studies.
- The percent of special education students passing STAAR Reading will increase from 35% to 40% and in the STAAR Math will increase from 31% to 40%.
- The percent of Emergent Bilinguals scoring at "Meets" standard level will increase from 27% to 33% and the percent of English language learners scoring at "Masters" standard level will increase from 18% to 25% as measured by STAAR Reading. The percent of Emergent Bilinguals scoring at "Meets" standard level will increase from 14% to 18% and the percent of Emergent Bilinguals scoring at "Masters" standard level will increase from 3% to 10% as measured by STAAR Math.
- By the end of the year 2022-2023, school attendance rate will increase from 88% to 95%.
- Reduce total behavior referrals by 25% and bring proportionality within 5% of population.
- 100% of the students will be trained to recognize the warning signs of bullying (including cyberbullying), differentiate between bullying and conflict and be able to identify a trusted adult they can report to.
- Increase parental engagement and participation in school events by 25% by the end of the school year 2022-2023.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and SDMC Members

2.2: Regular monitoring and revision

Classroom observations and feedback by apparisers

Calibration Walks

Instructional Walks

Lesson Plan feedback

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

English

Spanish

2.4: Opportunities for all children to meet State standards

Effective Tier I instruction with implementation of Sheltered Instruction Strategies to meet the needs of all learners. Wraparound specialist provides student services supports for all students.

Imagine Math and Imagine Literacy to provide additional academic support

K-12 Summit to provide additional second language support for second language learners

Small group instruction

2.5: Increased learning time and well-rounded education

Attendance Incentives

Daily intervention block built in the master schedule

Fieldtrips opportunities

Fine Arts electives

2.6: Address needs of all students, particularly at-risk

Training in Sheltered instruction strategies and content language instruction to serve the needs of our second language learners and newcomers

PLC training on Data Analysis to drive instruction and at bats opportunities to ensure that teachers have a support system to glean best practices from.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

K-12 Summit Data

R360 Data

Common Assessments

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Parent Meetings

Coffee with the Principal

Website

Weekly Emails from principal

Facebook posts

4.2: Offer flexible number of parent involvement meetings

September 20, 2022 9:00 a.m. & 5:30 p.m.

October 20, 2022 9:00 a.m. & 5:30 p.m.

January 19, 2023 9:00 a.m. & 5:30 p.m.

February 23, 2023 9:00 a.m. & 5:30 p.m.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Data from State Assessments as well as EOY data from R360 screeners

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Carr	Tchr,ClassSze Reduct Core-Ttl		1