

**Anna Independent School District**  
**Clemons Creek Middle School**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

To **invest** in academic excellence, **instill** values and **inspire** students.

# Vision

To maximize individual potential and ensure all students are empowered to conquer the challenges of education, work and life.

# Value Statement

Goal 1: Safety - Anna ISD will provide a positive and safe environment for ALL students and staff.

Goal 2: Accountability - Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

Goal 3: Culture - Anna ISD will preserve traditions while enhancing the overall culture of the district.

Goal 4: Anna ISD will champion a supportive relationship with the community, dedicated to the achievement of our district goals and the utilization of effective communication.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Demographics .....	4
Student by Program .....	4
Student Learning .....	7
School Processes & Programs .....	9
Personnel .....	9
Professional Practices .....	9
Procedures .....	9
Programs .....	9
Perceptions .....	11
Priority Problem Statements .....	12
Goals .....	13
Goal 1: Safety : Anna ISD will provide a positive and safe environment for ALL students. ....	13
Goal 2: Accountability: Anna ISD will uphold or improve accountability ratings at each campus and for the district overall. ....	15
Goal 3: Culture: Anna ISD will preserve traditions while enhancing the overall culture of the district. ....	20
Goal 4: Community: Anna ISD will champion a supportive relationship with the community, dedicated to the achievement of our district goals and the utilization of effective communication. ....	22
RDA Strategies .....	24
Additional Targeted Support Strategies .....	25
2025-2026 Campus Improvement Team .....	26
Campus Funding Summary .....	27

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Clemons Creek Middle School is one of two middle schools in Anna ISD that serves 6th-8th grade students for the district.

<b>6th Grade</b>	<b>222</b>	<b>31.62%</b>
7th Grade	260	37.04%
8th Grade	220	31.34%

<b>Student Demographics</b>	<b>Count</b>	<b>Percent</b>
Gender		
Female	332	47.29%
Male	370	52.71%
Ethnicity		
Hispanic-Latino	211	30.06%
Race		
American Indian - Alaskan Native	2	0.28%
Asian	22	3.13%
Black - African American	186	26.50%
Native Hawaiian - Pacific Islander	0	0%
White	243	34.62%
Two-or-More	38	5.41%

<b>Student by Program</b>	<b>Count</b>	<b>Percent</b>
Emergent Bilingual (EB)	85	12.11%
Bilingual	0	0.00%
English as a Second Language (ESL)	0	0%
Alternative Bilingual/ESL Language Program	82	11.68%
Gifted and Talented	63	8.97%

<b>Student by Program</b>	<b>Count</b>	<b>Percent</b>
Special Education (SPED)	120	17.09%
Title I Participation	8	1.34%
Dyslexia	116	16.52%
Section 504	135	19.23%
Economic Disadvantage		
Economic Disadvantage Total	345	49.15%
Free Meals	280	49.15%%
Reduced-Price Meals	65	9.26%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	4	0.57%
Shelter	0	0.00%
Doubled Up	3	0.43%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

### Demographics Strengths

Clemons Creek Middle School represents a culturally diverse campus that will serve over 700 students.

Due to rapid growth in the district, Clemons Creek Middle School opened in August 2023 to help serve a portion of the 1,000+ middles school students in Anna ISD.

<b>Staff Type</b>	<b>Number of Staff</b>
Administrators	3
Counselors	2
Intervention Counselor	1
Teachers	50
Nurse	1

Staff Type	Number of Staff
School Resource Officer	1
Support Staff	13
Total Staff	71

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Rapidly changing student demographics have outpaced current instructional practices and resources, resulting in gaps in academic support and increased challenges with student behavior, highlighting the need for teachers to adapt their strategies to meet diverse learner needs.

**Root Cause:** As student demographics have shifted quickly, existing systems and resources have not evolved at the same pace, creating gaps in support for diverse academic and behavioral needs.

# Student Learning

## Student Learning Summary

### Domain 1 Historic Data

		Reading			Math		
Grade	Year	Approaches	Meets	Masters	Approaches	Meets	Masters
	2025	82%	54%	26%	73%	33%	9%
	2024	80%	58%	22%	70%	28%	6%
6	2023	79%	52%	21%	69%	29%	9%
	2022	69%	35%	16%	75%	37%	14%
	2021	57%	28%	11%	78%	41%	10%
		Reading			Math		
Grade	Year	Approaches	Meets	Masters	Approaches	Meets	Masters
	2025	77%	53%	26%	52%	32%	9%
	2024	80%	52%	27%	58%	33%	7%
7	2023	84%	51%	27%	64%	36%	6%
	2022	83%	54%	39%	60%	33%	14%
	2021	66%	38%	17%	57%	30%	10%

### Student Learning Strengths

- Math overall grew in Meets and Masters compared to 2024 data
- ELAR, Science and Social Studies grew in Approaches, Meets, and Masters compared to 2024 data
- The overall Domain 1 score increased compared to 2024 data

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Over the past three years, nearly all student groups have consistently fallen short of the state's goal for meeting grade-level expectations in Math, indicating persistent gaps in academic achievement.

**Root Cause:** Inconsistent implementation of district-provided curriculum and materials, combined with outdated or insufficient resources, has led to gaps in instructional quality and a lack of alignment needed to effectively support all students' learning needs.

# School Processes & Programs

## School Processes & Programs Summary

### Personnel

CCMS uses a strategic interviewing process that works to help the panel learn about a candidate in multiple areas that are vital to the job.

Staff that exhibit leadership qualities are selected to be teacher leaders and work on our Campus Leadership Team. This group meets quarterly to assess the progress of our Campus Improvement Plan.

### Professional Practices

There is a comprehensive CCMS Faculty Handbook that is updated on a yearly basis. It houses and articulates clear and written campus and district expectations.

### Procedures

Teachers submit weekly lesson plans to App.Chalk (PowerSchool) by Thursday at 5:30pm.

### Programs

- Gifted and Talented
- Emerging Bilingual
- Honors Courses
- Dyslexia
- SPED
- Speech
- 504
- Read 180
- House System
- Coyote Time
- CTE

## School Processes & Programs Strengths

- Staff are offered leadership opportunities on campus - Committee group leads, student organization leads, house leaders, Campus Leadership Team, etc.
- CCMS Dashboard helps staff to locate all relevant campus links by order of topic/category.
- Campus Weekly PLC schedule available to help teachers be prepared for Thursday's whole group PLC.
- Campus PLC docs help teachers have a productive PLC time.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Teachers need support in understanding how to internalize lesson plans and create effective instructional slides, leading to gaps in lesson preparation and decreased student engagement.

**Root Cause:** Teachers may not have enough planning time to thoroughly internalize content and build high-quality slides. In addition, more training on how to break down and internalize lesson plans or design effective slides that align with instructional goals is needed.

# Perceptions

## Perceptions Summary

Our campus offers check point surveys throughout the year to check in on perceptions. The admin team and campus instructional leaders then discuss the data and plan for next steps. Finally, next steps are communicated with staff to ensure they know actions are being taken on feedback given.

- All departments retained teachers from last year
- Staff are excited to see how we continue to enhance our campus culture collaboratively

## Perceptions Strengths

Having a new campus allows us to have more leverage in how the campus is perceived by all stakeholders. We continue to shape the image of our campus by creating an environment where students, staff and community are welcomed and excited about being a part of our campus and district! We have a theme each year to create the excitement we want to see from our stakeholders.(Glory Through Grit)

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Campus staff struggle to consistently communicate with families about student progress and ways to support learning at home, leading to missed opportunities for student growth.

**Root Cause:** Teachers and staff have heavy workloads, leaving little time for regular, individualized communication with families.

# Priority Problem Statements

# Goals

**Goal 1:** Safety : Anna ISD will provide a positive and safe environment for ALL students.

**Performance Objective 1:** During the 2025-2026 school year, 100% of students will participate in a comprehensive Social and Emotional Learning (SEL) program designed to positively impact academic performance, health, relationships, and responsible citizenship.

**Evaluation Data Sources:** Master Scheduling, Advisory Pacing Guide/Scope and Sequence

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Throughout the 2025-2026 school year, teachers will facilitate weekly SEL lessons using the Navigate360 curriculum and Coyote Culture monthly focuses. These sessions will occur each Monday during Coyote Time to promote the social, emotional, and mental well-being of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive responses by 10% on survey questions related to culture and climate surveys. (question on feeling safe at school and question on students respecting each other)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, Teachers, and Paraprofessionals</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	June	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1: Safety :** Anna ISD will provide a positive and safe environment for ALL students.

**Performance Objective 2:** During the 2025-2026 school year, 100% of students will actively participate in the campus House System program, fostering a sense of community and belonging. Through consistent participation, the program will positively impact academic performance, strengthen peer and staff relationships, and improve overall student conduct, as evidenced by increased engagement, improved behavior data, and academic growth.

**Evaluation Data Sources:** Competition Curriculum completion, Final Competition Assessments, Spring Student Survey, PBIS point tracking

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish and maintain a House Store where students can redeem points earned through the House System for positive behavior, academic effort, attendance, and leadership on a montly basis. This incentive program will encourage consistent participation, promote accountability, and strengthen school culture and student engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student buy in of House program, increase in behavior, increase in attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, House Leaders</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	June	May

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 1:** By the end of the 2025-2026 school year, through a targeted focus on Math Intervention during Coyote Time, students will achieve 37% at the Meets Grade Level standard and 16% at the Masters Grade Level standard, as measured by the STAAR assessment.

**High Priority**

**Evaluation Data Sources:** MAP data, Unit Test Data, , Weekly Informal Assessments, STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During the 2025-2026 school year, all students will engage in tier-differentiated math intervention lessons a minimum of four times per month during Coyote Time. Lessons will be designed by the campus Math Department and informed by STAAR performance data and formative assessments. Teachers will implement small group instruction to deliver targeted interventions aimed at improving math achievement for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student proficiency in Math, increase in STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Coyote Time Core Teachers and CMC Aide - 199-PIC 24 SCE Accelerated Education - \$90,000</p>	Formative			Summative
	Nov	Feb	June	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will utilize data trackers to regularly monitor their assessment data, set/reflect on goals, and plan actionable next steps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student accountability, increase student growth/overall achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	June	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will implement small group instruction at least two times per week beginning the second nine weeks. Training will occur September 26th for teaching staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Closing the Gaps Score            African American students will improve from 32% to 47% Meets in Math            Hispanic students will improve from 27% to 39% Meets in Math            SPED (Current) will improve from 8% to 22% Meets in Math</p> <p><b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	June	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 2:** 70% or higher of all gifted students will perform at the Masters level on all 2025-2026 STAAR Tests for Math.

**High Priority**

**Evaluation Data Sources:** 2025-2026 STAAR, MAP, and local CSA data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All GT students participate in tier 1 lessons created by our Math and CTE departments at least 4 times a month during an intervention period (Coyote Time) based on their Math STAAR data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement/growth</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, GT Coordinator</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will utilize data trackers to regularly monitor their assessment data, set/reflect on goals, and plan actionable next steps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student accountability, increase student growth/overall achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 3:** By the end of the 2025-2026 school year, the TELPAS Progress Rate will increase from 33% to 44%.

**Evaluation Data Sources:** TELPAS, informal data check points and progress checks, teacher feedback, ELAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a structured TELPAS practice program for all eligible English learners through pull-out sessions 1-2 times per month. These sessions will focus specifically on Listening and Speaking skills to improve student readiness and performance on the TELPAS assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Rate individual student progress throughout the year to inform targeted interventions and instructional adjustments.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ESL Teacher</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	June	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: Accountability:** Anna ISD will uphold or improve accountability ratings at each campus and for the district overall.

**Performance Objective 4:** By the end of the 2025-2026 school year, at least 30% of EB students will achieve Meets Grade Level or above on the 8th grade Social Studies STAAR assessment.

**Evaluation Data Sources:** Unit Assessments, STAAR Assessment, MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Core teachers, with the support of the ESL Instructional Coordinator, will incorporate ELPS in daily instruction to develop confidence in speaking, listening, reading and writing. Social Studies teachers, with the support of the ESL teacher, will incorporate Sheltered Instruction strategies to develop academic vocabulary and reinforce key concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in EB students at Meets Grade Level</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher, Admin, ESL IC, SS Teachers</p> <p><b>TEA Priorities:</b>            Improve low-performing schools            - <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction            - <b>Results Driven Accountability</b></p>	Formative			Summative
	Nov	Feb	June	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Culture: Anna ISD will preserve traditions while enhancing the overall culture of the district.

**Performance Objective 1:** CCMS will work to nurture its focus statement and focus areas to align with the district's mission and vision statements in the 2025-2026 school year.

**Evaluation Data Sources:** Fall/Spring District Surveys, Campus Surveys, Staff Meeting reflections, administrator campus walk-throughs/feedback conversations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The CCMS culture team will provide a series of monthly positive campus culture-driven activities such as food trucks, sponsored breakfasts/lunches, Treat Trolley, PBIS participation rewards, staff recognition. These events will be both announced and unannounced.</p> <p><b>Strategy's Expected Result/Impact:</b> Build camaraderie with staff; create a positive culture</p> <p><b>Staff Responsible for Monitoring:</b> Culture Team, Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Plan and create evaluation surveys and/or pulse-check activities for teachers, parents, and students to collaborate toward a positive campus culture at least 1 time per quarter.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a fluid framework for assessing campus culture through evaluation of gathered data Create a positive work environment for all staff members Staff retention</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCMS will enhance and grow our House System designed to promote campus culture for both students and staff - including sending 1 staff member to Ron Clark this year (if approved). The attendees will then return to train staff on the skills learned and help in running our House System.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a sense of belonging, promote camaraderie, enhanced curriculum, and encourage positive behavior</p> <p><b>Staff Responsible for Monitoring:</b> House Leaders, Administrators, Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	June	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4: Community:** Anna ISD will champion a supportive relationship with the community, dedicated to the achievement of our district goals and the utilization of effective communication.

**Performance Objective 1:** During the 2025-2026 school year, CCMS will create opportunities for parental and community participation in educational programs and/or volunteer opportunities.

**Evaluation Data Sources:** District Parent Survey, Campus Parent Surveys, Verbal Polling, Event Sign Up Participation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CCMS will post information on the district web page and weekly communication will go out via Facebook and Parent Square. It will also be displayed in the front vestibule near visitor window when applicable.</p> <p><b>Strategy's Expected Result/Impact:</b> Create positive two-way communication between parents and the campus Create healthy relationships with parents</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Campus Webmaster, Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	June	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCMS will hold 3 Student-Led Conferences during the 2025-2026 school year to help parents stay informed about their student's academic progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parental support and student accountability - Aug 18, Nov 7, Jan 21</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	June	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CCMS will host a Lunch and Learn Series, highlighting careers in the community and greater area, throughout the 2025-2026 school year to help promote positive relationships between the campus, community leaders, and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Establish strong partnerships among all stakeholders involved Promote various careers to increase college-career readiness Promote House System</p> <p><b>Staff Responsible for Monitoring:</b> Lunch and Learn Teacher Leader, Principal/AP (will begin in October)</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	June	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

## RDA Strategies

Goal	Objective	Strategy	Description
2	4	1	Core teachers, with the support of the ESL Instructional Coordinator, will incorporate ELPS in daily instruction to develop confidence in speaking, listening, reading and writing. Social Studies teachers, with the support of the ESL teacher, will incorporate Sheltered Instruction strategies to develop academic vocabulary and reinforce key concepts.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	3	Teachers will implement small group instruction at least two times per week beginning the second nine weeks. Training will occur September 26th for teaching staff.
2	3	1	Implement a structured TELPAS practice program for all eligible English learners through pull-out sessions 1-2 times per month. These sessions will focus specifically on Listening and Speaking skills to improve student readiness and performance on the TELPAS assessment.

# 2025-2026 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Shannon Davis	Lead Counselor
Classroom Teacher	Nancy Davis	Electives Lead
Classroom Teacher	Haylee Cannon	ELAR Lead
Classroom Teacher	Christian Gober	CTE Lead
Classroom Teacher	Kourtney Gowin	Math Lead
Classroom Teacher	Ashley Petty	Science Lead
Classroom Teacher	Ashleigh Dooley	Social Studies Lead
Administrator	Meagan Meredith	AP
Administrator	Zachary Hartman	AP
Administrator	Amanda Smith	Principal

# Campus Funding Summary

199-PIC 24 SCE Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Coyote Time Core Teachers and CMC Aide		\$90,000.00
<b>Sub-Total</b>					<b>\$90,000.00</b>