

Goose Creek Consolidated Independent School District

Dr. Johnny T. Clark, Jr. Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

In partnership with family, business and community, Dr. Johnny T. Clark, Jr. Elementary will prepare students to become college and career ready by providing advanced academic and social skills to be responsible citizens in an ever changing world.

Vision

Success breeds success, therefore teachers will provide students with many opportunities to be successful utilizing a variety of teaching strategies.

All children can learn, therefore teachers will have high expectations for all students.

Parents are important to their child's success in school, therefore their involvement, support, and concern is encouraged and expected.

That in order to prepare students for the twenty-first century, staff members should be innovative and creative; therefore their efforts will be encouraged.

Value Statement

Every student matters, every moment counts!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Clark is a diverse campus of students and we would like our staff to reflect our demographics. Our attendance rate is 96.3%. The 2018-2019 second grade class has shown a pattern of low attendance for the last two years. We will need to be proactive with increasing student attendance. We also need to closely monitor and provide services for EL students. The campus free and reduced lunch average is 57%.

Student Demographic Information

- African American- 11.7%
- Pacific Islander- .59%
- Asian- 2.52%
- Hispanic- 42.07%
- White- 40.59%
- 2 + other- 2.52%

Demographics Strengths

- Diverse campus of high achieving students.
- Strong support from the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance has not increased at Clark over the past three years. The attendance rate has stayed around 96%, this includes tardiness and early releases. **Root Cause:** Parents are not completely aware of how absences significantly impact academics and school funding

Student Academic Achievement

Student Academic Achievement Summary

- Focused more on math
 - New scope and sequence for math
 - Specific emphasis on unpacking of TEKS
- Math scores increased overall for 2nd grade even with students having to read their own tests
- Need vertical alignment meetings as well as discussion on individual students' strengths and weaknesses
- Special Education 2018 STAAR data indicates areas of weakness in reading and math
- Special Education reading comprehension, decoding, and overall reading levels are areas of concern

Student Academic Achievement Strengths

- All 5th grade STAAR math data indicates that students made progress on the 2018 STAAR math test
- Implement Math Talks grades K-5
- Use of manipulatives

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Math scores have not made the expected improvement for the identified students including At-Risk, Special Education, etc. **Root Cause:** An inability to unpack TEKS effectively, implement cut points for RTI, and focus instruction on mathematical reading has impacted the improvements needed.

School Processes & Programs

School Processes & Programs Summary

- Our curriculum gives us the freedom and flexibility to meet the needs of our students
- Our curriculum delivery is inconsistent as indicated with the assessments that are given
- The curriculum taught does not appear to align to district assessments
- There is inconsistency in scores especially with 3rd through 5th grade benchmarks

School Processes & Programs Strengths

- Reading scores show improvement from CBA to Benchmarks
- Small Group Focused Tutorials with Mrs. Hyland has shown growth with at risk students
- Academic camps
- Mrs. Carr and Mrs. Lorenz improving classroom teacher quality through focused curriculum implementation planning, assessment data reviews, and academic planning for student improvement
- Project SERV funded Student Intervention and Support services for identified students with Mrs. Gallegos

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Math CBA and benchmark scores for 2nd through 5th grade are inconsistent between CBAs and benchmarks. **Root Cause:** Ineffective alignment of the classroom implemented scope and sequence and campus assessments.

Perceptions

Perceptions Summary

- The 2017-2018 campus results for the parent, student, and staff surveys indicates that Clark Elementary has provided opportunities for family/community involvement and engagement to foster building positive relationships, but parents are still not highly involved in attending school events.
- The student and teacher surveys indicate that there is a visible distance between students and teachers in the form of respect.
- Positive relationships between students-teachers, and teachers-parents is low and has caused an increase in discipline issues in the area of respect at our campus.

Perceptions Strengths

- Opportunities for parent and family engagement
- Active PTO
- Incident reports have declined tremendously in comparison to the previous year

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A genuine level of respect between students and staff as well as teachers and parents is needed. **Root Cause:** Positive relationships between students, parents, and staff has not been effectively sustained.

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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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
- Running Records results
- 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.
- 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

- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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

Goals






Goal 1: Clark Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Achieve 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students

Evaluation Data Source(s) 1: Results from STAAR and district assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Disaggregate and analyze test data and grade distributions to target specific objectives and determine strengths from areas of concern, including achievement discrepancies among various student groups during PLC planning sessions. (Special emphasis on Reading: 3rd and 4th grade nonfiction, 5th grade fiction Math: K-5 computation, and Writing: K-5 editing)	2.4	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher	Improved Student Achievement			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1					
2) Administrators, campus-instructional specialist, interventionist, and teachers facilitate PLC planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.	2.4	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher	Improved Student Achievement			
	Problem Statements: Student Academic Achievement 1					
3) Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area as referenced in the STAAR action plan.	2.4	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher	Improved Student Achievement			
	Problem Statements: Student Academic Achievement 1					

4) Chart all K-5 students' CBAs and Benchmarks on a spreadsheet to track progress and make adjustments as needed.	2.4	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher	Improved Student Achievement			
5) Implement effective STAAR materials for math, science, reading, and writing.	2.4	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher	Improved Student Achievement			
6) Provide word of the week, arrival activity, integration in music, art, PE and displays in the hallways to increase students' knowledge of academic vocabulary in context.	2.5	Principal Assistant Principal Teachers	Improved Student Achievement			
7) Require students to answer questions in complete sentences and to write in complete sentences in all academic settings.	2.5	Principal Assistant Principal Teachers Campus Academic Specialist Intervention Teacher	Improved Student Achievement			
8) Provide teacher training, teachers observing other teachers, and more non-fiction reading to improve students' expository writing and editing skills.	2.6	Principal Assistant Principal Teachers Campus Academic Specialist Intervention Teacher	Improved Student Achievement			
9) Provide grade level appropriate training during PLC 's to ensure that all members can gain knowledge and collaborate with each other over areas of need.	2.5	Principal, Assistant Principal Teachers Campus Academic Specialist Intervention Teacher	Improved Student Achievement			
10) Implement a charting system to track mastery of addition/subtraction in primary grades and multiplication/division in intermediate grades.	2.6	Principal Assistant Principal Teachers	Improved Student Achievement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Math scores have not made the expected improvement for the identified students including At-Risk, Special Education, etc. **Root Cause 1:** An inability to unpack TEKS effectively, implement cut points for RTI, and focus instruction on mathematical reading has impacted the improvements needed.

School Processes & Programs

Problem Statement 1: Math CBA and benchmark scores for 2nd through 5th grade are inconsistent between CBAs and benchmarks. **Root Cause 1:** Ineffective alignment of the classroom implemented scope and sequence and campus assessments.






Goal 2: Clark Elementary will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Provide staff members with information, materials, and training necessary to ensure student success both academically and behaviorally.

Evaluation Data Source(s) 1: Results from STAAR, TELPAS, and district assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement the ESL program so that English Language Learners (ELs) progress one language proficiency level yearly and reach English attainment within 3-5 years.	2.4	Principal Assistant Principal Teachers	Analyze lesson plans			
	Funding Sources: Coordination of Local and State Funds - 300.00					
2) Provide Imagine Learning instruction for 1st and 2nd grade ELL students.	2.6	Principal Assistant Principal Teachers	Analyze lesson plans STAAR results TELPAS			
	Funding Sources: Coordination of Local and State Funds - 200.00					
3) Implement higher order thinking skills that all GATE students are taught at their highest potential through accelerated instruction and achieve Master performance on STAAR.	2.5	Principal Assistant Principal Teachers	Analyze lesson plans			
	Funding Sources: Coordination of Local and State Funds - 200.00					
4) Provide Fast Forward for struggling special education students. (Not during ALT time)	2.6	Principal Assistant Principal Teachers	Analyze lesson plans STAAR results			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Coordination of Local and State Funds - 300.00					
5) Create vertical teams and implement vertical alignment meetings a minimum of once a semester to focus on the needs of all students paying close attention to the area of writing as referenced in the STAAR action plan.		Principal Assistant Principal Teachers Campus Academic Specialist Intervention Teacher	Review Sign-ins			
	Funding Sources: Coordination of Local and State Funds - 300.00					
6) Provide staff development to address the needs in core content areas, technology, and with at-risk students within special groups including EL and Special Education as referenced in the STAAR action plan.		Principal Assistant Principal Teachers Campus Academic Specialist Intervention Teacher	Review Sign-ins			
	Funding Sources: Coordination of Local and State Funds - 300.00					

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Math scores have not made the expected improvement for the identified students including At-Risk, Special Education, etc. **Root Cause 1:** An inability to unpack TEKS effectively, implement cut points for RTI, and focus instruction on mathematical reading has impacted the improvements needed.

Goal 3: Clark Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Monitor all struggling Clark students through a student success intervention plan to address their specific areas of concern (academic, attendance, or behavior)

Evaluation Data Source(s) 1: PEIMS reports, Academic reports, and Discipline reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Chart all K-2 students and struggling 3-5 students' Reading Renaissance, DRAs, and Guided Reading Levels on a spreadsheet to track progress and make adjustments as needed, specifically with an emphasis on economically disadvantage and special education populations.	2.4, 2.6	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher	Improved Student Achievement			
2) Use Professional Learning Communities to ensure teachers understand and implement the Texas Essential Knowledge of Skills and the action items within the campus STAAR plan with a focus on White, Special Education, LEP, and Economically Disadvantaged groups.	2.4, 2.6	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher	Improved Student Achievement			
3) Conduct 6 week RTI meetings during PLCs to ensure that the process runs effectively and efficiently and that students needs and interventions are met in a timely manner.	2.6	Principal Assistant Principal Teachers Campus Academic Specialist Intervention Teacher	Improved Student Achievement			
4) Provide specific resources, personnel, and extended instructional time to meet the needs of all students, including at-risk students, special education and EL learners to improve their chance for success and close the achievement gap.	2.6	Principal Assistant Principal Teachers Campus Academic Specialist Intervention Teacher	Improved Student Achievement			
Funding Sources: Coordination of Local and State Funds - 10000.00						
5) Use the counselor to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom.	2.5	Principal Assistant Principal Counselor	Decreased office referrals			


6) Use mentors- community members and staff members to work with at-risk students.	2.6	Principal Assistant Principal Teachers Campus Academic Specialist Intervention Teacher	Decreased office referrals STAAR results			
7) Promote high attendance (97%) or above school-wide and incorporate incentive programs for students and teachers. Create a separate incentive for PreK/K from 1st through 5th.		Principal Assistant Principal Teachers Campus Academic Specialist Intervention Teacher	Review & Analyze PEIMS report			
8) Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.	2.5	Principal Assistant Principal Teachers Campus Academic Specialist Intervention Teacher	Review Agendas			

Goal 4: Clark Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Provide a safe learning environment through utilizing PBAS model.

Evaluation Data Source(s) 1: Discipline referrals and teacher surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement a school-wide reward and incentive program for positive student behavior.		Principal Assistant Principal Teachers Campus Academic Specialist Intervention Teacher	Decreased number of discipline referrals			
2) Incorporate a school-wide conflict resolution and problem-solving program (Olweus) to reduce discipline referrals and bullying incidents.		Principal Assistant Principal Counselor	Decreased number of discipline referrals			
3) Promote positive staff morale with a variety of incentives.		Principal Assistant Principal Counselor	Analyze Teacher Survey			
4) Provide a safe learning environment through utilizing the PBIS model to establish and sustain genuine, respectful relationships between students, parents, and staff.	2.6	Principal Assistant Principal Teachers CSSS	Decreased discipline referrals			
	Problem Statements: Perceptions 1					
						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: A genuine level of respect between students and staff as well as teachers and parents is needed. Root Cause 1: Positive relationships between students, parents, and staff has not been effectively sustained.






Goal 5: Clark Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Recruit and retain highly effective personnel.

Evaluation Data Source(s) 1: District hiring reports and staff development reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.		Campus Administrators	Analyze Job fair report			
2) Assure all assignments and re-assignments are filled with highly effective staff.		Campus Administrators	Review and Adjust Master Schedule			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.		Campus Administrators	Review Minutes			
4) Ensure low-income students and minority students are taught at higher rates than other student groups by experienced teachers		Campus Administrators	Review Master Schedule and Teacher Service Record			
5) Assess the staff development needs of those teachers not meeting highly effective requirements.		Campus Administrators	Review Staff Development Needs Assessment			
6) Develop and implement a Teacher Intervention Plan for all non-highly qualified teachers.		Campus Administrators	Plans written for each non-highly effective teacher Plans reviewed and submitted to personnel within 6 weeks of hire			
7) Conduct mid-year review of teacher staff development hours.		Campus Administrators	Review Staff Development Report			
8) Select only highly effective teacher from the applicant pool.		Campus Administrators	Review highly effective Audit Report			
9) Ensure campus personnel decision-makers are available during peak recruiting/hiring times.		Campus Administrators	Submit campus staffing assignments by June 30			
10) Terminate teachers who have not met the requirement as highly effective by the required timeline.		Campus Administrators	Review list for which teachers are not highly effective in their subject and communicate that they will not be recommended for renewal			
11) Encourage and solicit teachers to add subject area certifications.		Campus Administrators	Review additional subject area certifications attained			
12) Encourage teachers to become ESL and GT certified.		Campus Administrators	Review Teachers with ESL and GT certification			

13) Implement a mentor system for 1st and 2nd year teachers.		Campus Administrators	Review Retainment of teachers			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 6: Clark Elementary will establish and maintain parental and community partnerships in education to enhance student achievement

Performance Objective 1: Establish/Maintain Parent and Community Partnerships

Evaluation Data Source(s) 1: Parent/teacher surveys and activity sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.	3.1	Principal CSSS Teachers	100% Document Distribution Required signatures obtained			
2) The campus will coordinate and convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	3.2	Principal CSSS Teachers	Increase in parent participation			
Problem Statements: Demographics 1 Funding Sources: Coordination of Local, State, and Federal Funds - 500.00						
3) Utilize a variety of methods to communicate between school and home to support ongoing student success * Campus Newsletter *Tuesday Folders *Grade Level Behavior Plans.		Campus Administrators Counselor	Analyze Parent/Teacher Surveys			
4) Utilize a variety of methods to communicate between school and home to minimize unnecessary school interruptions. Ex. lunches, transportation		Campus Administrators Counselor Teachers	Review Sign-out sheets			
5) Provide instructional field trips and classroom lessons inviting parent help and participation.		Principal	Review Sign-in sheets			
6) Recruit active parent and teacher members for PTO		Principal Assistant Principal	Analyze Parent Survey			
7) Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners.	2.5	Principal Assistant Principal COVESTRO	Review sign-ins			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Performance Objective 1 Problem Statements:

Demographics






Problem Statement 1: Attendance has not increased at Clark over the past three years. The attendance rate has stayed around 96%, this includes tardiness and early releases. **Root Cause 1:** Parents are not completely aware of how absences significantly impact academics and school funding

Goal 7: Clark Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Maximize student achievement by integrating technology in all content areas

Evaluation Data Source(s) 1: Results from STAAR, CBAs, Benchmarks, and lab schedule

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Integrate technology into all content areas by using available resources (EduSmart, Imagine Learning, Reading Renaissance, Waterford, Type to Learn, AR Scholastics, Promethean Boards) in order to enhance the curriculum and reduce the achievement gap for at-risk students (including M1 and M2 students) with assistance from district-provided staff.	2.5, 2.6	Principal Assistant Principal Teachers	Analyze STAAR, CBAs, and Benchmarks			
2) Use iPads and laptops in the 4th and 5th grade classrooms to maximize learning.		Principal Assistant Principal Teachers	Increased use of laptops			
3) Use GCTV to ensure that Deaf Education students can comprehend morning announcements each day by seeing announcements signed.		Principal Assistant Principal	Provide morning announcements provided on GCTV			
4) Ensure clickers have batteries and are operational all year long to increase student engagement with technology.		Principal Assistant Principal Teachers CTS	Analyze STAAR, CBAs and Benchmarks			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials for parent training sessions		\$500.00
Sub-Total					\$500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
2	1	3	Supplemental instructional materials	GT Funds	\$200.00
2	1	4	Supplemental instructional materials	Special Education Funds	\$300.00
3	1	4	Intervention Tutorial costs-tutor payroll	SCE Funds	\$10,000.00
Sub-Total					\$10,800.00
Grand Total					\$11,300.00