

Goose Creek Consolidated Independent School District

Dr. Johnny T. Clark, Jr. Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



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

- Student Population:
 - White 45%
 - Hispanic/Latino 38%
 - Black/African American 12%
 - Asian, 2%
 - Two or More Races 3%
- Student Attendance: 96%
- Mobility: 25%
- Teacher Population:
 - White 71%
 - Hispanic 22%
 - African American 7%
- We looked at the various data listed above to determine needs on campus. We would like to ensure that we are interviewing and recruiting teachers that help us close the gap between teacher/students based on ethnic information. Attendance committee needs to meet periodically and look at ways to continue to improve attendance and focus on Kinder/PC students. The data wall in the PLC rooms needs to be implemented and used more to track and monitor students with more fidelity.

Demographics Strengths

- Teacher consistency (retention/stability)
- Tutorials/teachers participating in tutorials
- Counselor
- Individual education plans for students - looking at individual needs
- Support for bilingual students/on campus training
- CAS on campus

Demographics Needs

- Close the gap between teacher/students based on ethnic information
- Announce perfect attendance each six weeks; classroom participation for tardies/attendance/early dismissal
- Strengthen PK/Kinder attendance rates
- Track data with more fidelity

Student Achievement

Student Achievement Summary

- Data Sources Reviewed:
 - 2014-15 STAAR Reading, 3rd grade
 - 2014-15 STAAR Reading, 4th grade
 - 2014-15 STAAR Reading, 5th grade (March Administration)
 - 2014-15 STAAR Math, 3rd grade
 - 2014-15 STAAR Math, 4th grade
 - 2014-15 STAAR Math, 5th grade
 - 2014-15 STAAR Writing, 4th grade
 - 2014-15 STAAR Science, 5th grade
 - 2014-15 Reading benchmark scores for grades 3-5
 - 2014-15 Math benchmark scores for grades 3-5
 - 2014-15 Writing benchmark scores for 4th grade (November and February)
 - 2014-15 Science benchmark scores for 5th grade
- We looked at STAAR and Benchmark data for the 2014-15 school year and determined that we are close to meeting our goal of 90% mastery in all subjects with all student groups. Data from reporting category 1 in reading indicates a need to continue vocabulary development in all grade levels. Academic vocabulary development would help with concept development in all subjects. This committee also believes that writing across the curriculum will help students learn to use this vocabulary in context and help to close the performance gaps between student groups.

Student Achievement Strengths

- 5th grade Math – at least 90% of students met standard overall and in all subgroups except African American (82%)
- 4th Grade Writing – 91% of the Hispanic subgroup met standard; 87% overall passing rate
- Special Education – 100% of students met standard in writing and in 4th grade math

Student Achievement Needs

- Vocabulary development
- Using and understanding vocabulary in context

- Writing in all subject areas
- Writing training across the curriculum

School Culture and Climate

School Culture and Climate Summary

- DATA: Review 360, Youth Truth Survey, and Olweus Report
- Clark Elementary has proactive disciplinary policies which include PBAS, Keystone, and Olweus. Students who are new to the campus have a positive support system by being greeted by the principal, assistant principal, and counselor. The attendance clerk walks the students and parents around the school and stops to talk to the nurse. The parent receives the school handbook and information from the counselor about free breakfast and free-reduced lunch. The discipline data revealed that incidents and in-school suspensions have gone down. To increase positive behavior, Clark has Off the Chart behavior, clip charts, character awards, Olweus, and Cowboy cards. To reduce bullying, Clark has Olweus. The data confirms the strategies are working. To promote safety, Clark has an enclosed fence, key pad, monthly drills and scanning of visitors through Raptor. Clark promotes inclusive wide-spread participation by having family nights, PTO meetings, book fair, talent show, Chic-fil-a nights, etc.

School Culture and Climate Strengths

- PBAS
- Support system for behavior and academics
- Family involvement
- Character education
- Procedures for safety
- Proactive

School Culture and Climate Needs

- Partnership with PTO for fun parent night ex. Are you smarter than a fifth grader, Dance, Tent Reading night
- CAS - language arts
- Full day to meet with parents at the beginning and middle of school

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- DATA: Professional Development Activities, Campus Data of teachers, Surveys
- We looked at the various data listed above to determine needs on the campus. We would like to have better staff development opportunities or bring in people to train our personnel on areas of need. A buddy and check-in system for second year teachers is recommended. To build capacity on the campus, teachers need more opportunities to observe and meet with other teachers. While it is listed in the CIP, we would like for it to encompass all subjects and not just improving writing skills.

Staff Quality, Recruitment, and Retention Strengths

- Teacher consistency (retention/stability)
- Campus support - administrators and support personnel
- Resources are provided

Staff Quality, Recruitment, and Retention Needs

- More staff development - guided math, balanced literacy, writing, non-core subject opportunities
- 2nd year teacher support system
- Build capacity on campus with teachers learning from other teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The CI&A team believes that CIP goals 1 and 2 should remain in effect for 2016-2017 and that as a campus we are addressing each goal. In looking at the 2015 STAAR data for math and reading, we found that 3rd grade is steady across reporting categories in both reading and math with reporting category M1 being the strongest in all grades (3-5). However, in 4th and 5th grades, reporting categories 1 and 3 in reading begin to dip. These reporting categories focus on context clues and theme across genre and reading expository texts. In math, the data shows that 4th grade is lowest in reporting category 3 while 5th grade is lowest in reporting categories 2 and 4. The skills addressed in these categories are M3 geometry, M2 algebraic concepts, and M4 data analysis and financial literacy.

Curriculum, Instruction, and Assessment Strengths

- **Reading:** 3rd grade scores are similar across reporting categories. girls do better in Reporting Category 2 Literary Text, 4th and 5th are stronger Reporting Category 2 Literary Text
- **Math:** Reporting Category 1 is consistent across 3-5 (Numerical Representations and Relationships)
- **PLC:** Discussions on data, instruction, IEPs, TEKS, 4th grade - Common Formative Assessments

Curriculum, Instruction, and Assessment Needs

- More focus on Reporting Categories 1 and 3 in Reading.
- Math: Students need to have more experiences with concrete and pictorial models before moving to abstract computations.
- Continue CIP focus on expository writing, speaking in complete sentences, PLC etc.

Family and Community Involvement

Family and Community Involvement Summary

- DATA; conference logs, Tuesday folders, translated notes, surveys
- Our campus focuses on a home/school connection by providing parents opportunities to attend events like Family Nights, Talent Show, PTO meetings, Field Trips, and other school initiated events. Teachers expect at home-support with academics and behavior. Our communications are effective; they are even translated in both English and Spanish. We have community support through United Way, Covestro, Houston Food Bank and PTO. Parents report a welcoming feeling.

Family and Community Involvement Strengths

- Communication by teacher/school/district Ex. teacher conferences, Tuesday folders, Behavior calendars
- Community Partners - provide mentors, funds to provide activities/ Meet needs of students

Family and Community Involvement Needs

- Ways to motivate parents to become more involved and engaged
- 6 Week Campus Newsletter

School Context and Organization

School Context and Organization Summary

- Clark Elementary has created a positive climate that fosters high expectations for all students. To help students reach their greatest potential, teachers collaborate together to provide a student-centered environment. Through PLC and planning times, teachers have developed plans tailored to meet the needs of each student.
- One area that needs to be addressed is unnecessary interruptions for transportation changes and lunches. To help parents become aware of this issue, the school will work diligently to communicate the importance of uninterrupted instructional time. This will be addressed through parent conferences, Remind.com, newsletters, family nights, PTO Facebook page, etc.

School Context and Organization Strengths

- A positive campus culture
- Teachers working together
- Working on student needs with designed plans
- High expectations
- More student centered than teacher centered

School Context and Organization Needs

- Unnecessary interruptions for transportation changes and lunches

Technology

Technology Summary

- DATA: Surveys, district information
- Being a new campus, our technology is new and works really well. We have a large variety of technology resources to use. Our campus CTS, Ms. Cortez, and our district technology staff, Mrs. Truesdale and Mrs. Sewell are valuable resources for our teachers and students. We also have teachers that are willing to share technology resources with classes that do not have what they need as well as knowledge for how to use technology and application resources. Our PreK-3rd grade classes need devices such as iPads to use in their classrooms. Primary math needs a program to use like the upper grades. Music needs iPads to help students compose and record music. Science needs STEM Scopes. We also need replacement batteries for the clickers.

Technology Strengths

- Availability
- New
- CTS
- District Technology Specialists
- Willingness to Share
- Variety

Technology Needs

- PreK-3rd need devices
- Primary math technology resource
- Think Through Math - Tips and Tricks workshop
- Music needs iPads
- Science needs STEM Scopes
- Batteries for clickers

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- 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
- Highly qualified 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
- PDAS and/or 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
- Capacity and resources 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

Summative Evaluation: Results from STAAR and district assessments






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.	Principal, Assistant Principal, Teachers, Dyslexia Specialists, Campus Instructional Specialists	STAAR results			
2) Use administrators, campus instructional specialists, interventionist, and teachers to facilitate PLC planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.	Principal, Assistant Principal, Teachers, Dyslexia Specialists, Campus Instructional Specialists	STAAR results			
3) Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area	Principal, Assistant Principal, Teachers, Dyslexia Specialists, Campus Instructional Specialists	Walkthroughs			
4) Chart all K-2 students and struggling 3-5 students' ISIP, DRAs, and Guided Reading Levels on a spreadsheet to track progress and make adjustments as needed, specifically with an emphasis on ED Reading.	Principal, Assistant Principal, Teachers, Dyslexia Specialists, Campus Instructional Specialists	Charts			
5) Chart all K-5 students' CBAs and Benchmarks on a spreadsheet to track progress and make adjustments as needed, especially with an emphasis on ED reading.	Principal, Assistant Principal, Teachers, Dyslexia Specialists, Campus Instructional Specialists	Charts			
6) Provide specific resources, personnel, and extended instructional time to meet the needs of all students, including at-risk students and ELL learners to improve their chance for success and close the achievement gap	Principal, Assistant Principal, Teachers, Dyslexia Specialists, Campus Instructional Specialists	Lesson Plans			

7) Provide effective STAAR preparation and materials for math, science, reading, and writing	Principal, Assistant Principal, Dyslexia Specialists, Campus Instructional Specialists	Lesson Plans			
8) Use Professional Learning Communities to ensure teachers understand and implement the Texas Essential Knowledge of Skills with a focus on African American, Special Education, LEP, and Economically Disadvantaged groups by conducting walkthroughs, T-TESS observations, and reviewing lesson plans	Principal, Assistant Principal, Dyslexia Specialists, Campus Instructional Specialists	Eduphoria			
9) Provide word of the week, arrival activity, integration in music, art, and PE, and displays in the hallways to increase students' knowledge of academic vocabulary in context.	Principal, Assistant Principal, Teachers	Displays, Word List, Lesson Plans			
10) Require students to answer questions in complete sentences and to write in complete sentences in all academic settings.	Principal, Assistant Principal, Dyslexia Specialists, Teachers, Campus Instructional Specialists	Charts			
11) Provide teacher training, teachers observing other teachers, and more non-fiction reading to improve students' expository writing skills.	Principal, Assistant Principal, Dyslexia Specialists, Teachers	Lesson Plans, Sign in sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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






Summative Evaluation: Results from STAAR, TELPAS, and district assessments

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Implement the Bilingual/ESL program so that English Language Learners (ELLs) progress one language proficiency level yearly and reach English attainment within 3-5 years.	Principal, Assistant Principal, Teachers	Lesson Plans			
2) Provide Imagine Learning instruction for all bilingual students	Principal, Assistant Principal, Teachers	Lesson Plans, STAAR results, TELPAS			
3) Implement the GATE program so that all GATE students are taught at their highest potential through accelerated instruction and achieve Level III performance on STAAR.	Principal, Assistant Principal, Teachers	Lesson Plans			
4) Implement the Special Education program so that all Special Education students are taught in the least restrictive environment to improve learning outcomes	Principal, Assistant Principal, Teachers	Lesson plans, STAAR results			
5) Provide Cogmed and Fast Forward instruction for struggling special education students	Principal, Assistant Principal, Teachers	Lesson Plans, STAAR results			
6) Create vertical teams and implement vertical alignment meetings twice a semester to focus on the needs of all students.	Principal, Assistant Principal, Teachers, Dyslexia Specialists, Campus Instructional Specialists	Sign ins			
7) Provide staff development to address the needs in core content areas, technology, and with at-risk students within special groups.	Principal, Assistant Principal, Dyslexia Specialists, Campus Instructional Specialists, Teachers	Sign ins			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 1: Ensure that all Clark students are enrolled in school and are coming to school on a daily basis


Summative Evaluation: PEIMS reports and office referrals

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Promote high attendance (98%) or above school-wide and incorporate incentive programs for students and teachers.	Principal, Assistant Principal, Teachers, Counselor, Dyslexia Specialists, Campus Instructional Specialists	PEIMS report			
2) Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.	Principal, Assistant Principal, Counselor, Teachers, Campus Instructional Specialists	Agendas			
3) Use mentors- community members and staff members to work with at-risk students.	Principal, Assistant Principal, Counselor, Teachers, Campus Instructional Specialists	Decreased office referrals, STAAR results			
4) Provide a safe learning environment through utilizing the PBAS model.	Principal, Assistant Principal, Counselor, Teachers, Campus Instructional Specialists	Decreased discipline referrals			
5) Use the counselor to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom.	Principal, Assistant Principal, Counselor	Decreased office referrals			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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.

Summative Evaluation: Discipline referrals and teacher surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Implement a school-wide reward and incentive program for positive student behavior.	Principal, Assistant Principal, Counselor, Teachers, Dyslexia Specialists, Campus Instructional Specialists	Fewer 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	Fewer number of discipline referrals			
3) Promote positive staff morale with a variety of incentives.	Principal, Assistant Principal, Counselor	Teacher Survey			
					

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

Performance Objective 1: Recruit and retain highly qualified personnel.

Summative Evaluation: District hiring reports, staff development reports, and NCLB report






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Attend job fairs and recruit early from pool of Highly Qualified teachers in core academic subject areas.	Campus Administrators	Job fair report			
2) Assure all assignments and re-assignments are filled with Highly Qualified staff.	Campus Administrators	Master Schedule			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	Campus Administrators	Minutes			
4) Ensure low-income students and minority students are taught at higher rates than other student groups by experienced teachers	Campus Administrators	Master Schedule and Teacher Service Record			
5) Assess the staff development needs of those teachers not meeting HQ requirements.	Campus Administrators	Staff Development Needs Assessment			
6) Develop staff development growth plans (part of HQ Intervention Plan) for all non-HQ teachers.	Campus Administrators	Written HQ Intervention Plan completed for each non-HQ teacher			
7) Conduct mid-year review of teacher staff development hours.	Campus Administrators	Staff Development Report			
8) Select only HQ teacher from the applicant pool.	Campus Administrators	HQ Audit Report			
9) Implement a HQ Teacher Intervention Plan for all non-HQ teachers.	Campus Administrators	Intervention Plan on file and submitted to personnel within 6 weeks of hire			
10) Ensure campus personnel decision-makers are available during peak recruiting/hiring times.	Campus Administrators	Campus submits staffing assignments by June 30			
11) Terminate teachers who have not met NCLB requirement by the time required to become HQ.	Campus Administrators	Teachers who are not HQ in their subject will not be recommended for renewal			
12) Encourage and solicit teachers to add subject area certifications.	Campus Administrators	Additional HQ teachers with additional subject area certifications			
13) Encourage teachers to become ESL and GT certified.	Campus Administrators	Teachers with ESL and GT certification			
14) Recruit actively to fill vacant positions with "Highly Qualified" teachers.	Campus Administrators	Reduced number of vacant positions			
15) Implement a mentor system for 1st and 2nd year teachers	Campus Administrators	Retention 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


Summative Evaluation: Parent/teacher surveys, and sign in sheets

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners.	Principal, Assistant Principal, Counselor, Dyslexia Specialists, Teachers, Campus Instructional Specialists, COVESTRO	Sign ins			
2) Recruit active parent and teacher members for PTO	Counselor, Dyslexia Specialists, Campus Administrators, Teachers, Campus Instructional Specialists	Parent Survey			
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, Dyslexia Specialists, Teachers	Parent/Teacher Surveys			
4) Coordinate and schedule family involvement nights/events each semester.	Campus Administrators, Counselor, Dyslexia Specialists, Teachers, Campus Instructional Specialists	Sign in sheets			
5) Provide instructional field trips and classroom lessons inviting parent help and participation.	Campus Administrators, Counselor, Dyslexia Specialists, Teachers	Sign in sheets			
6) Utilize a variety of methods to communicate between school and home to minimize unnecessary school interruptions. Ex. lunches, transportation	Campus Administrators, Counselor, Teachers	Sign out sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Summative Evaluation: Results from STAAR, CBAs, Benchmarks, and lab schedule

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Integrate technology into all content areas by using available resources (EduSmart, Think Through Math, IStation, Imagine Learning, Hatch, 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.	Principal, Assistant Principal, Teachers	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) Provide Type to Learn to all second grade students and reinforce keyboarding skills in 2nd - 5th grades.	Principal, Assistant Principal, Teachers	Improved WPM rate for 2nd-5th grade students			
					

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Susan Griffin	Principal
Administrator	Kemberly Scheidt	Assistant Principal
Business Representative	Mike Wadley	Partner in Education
Classroom Teacher	Olivia Belt	4th Grade
Classroom Teacher	Angela Carr	Math/Science CAS
Classroom Teacher	Lori Emerson	Kindergarten
Classroom Teacher	Debra Forehand	2nd Grade
Classroom Teacher	Ann Garrett	Special Education
Classroom Teacher	Jaime Lopez	Specialist
Classroom Teacher	Kelly Lorenz	Interventionist
Classroom Teacher	Natalie Palma	1st Grade
Classroom Teacher	Christopher Scott	5th Grade
Classroom Teacher	Erin Stokes	Deaf Education
Classroom Teacher	Melissa Truncale	3rd Grade
Paraprofessional	Ashley Parker	Instructional Aide
Parent	Amy Ripke	Parent