

Goose Creek Consolidated Independent School District

Dr. Johnny T. Clark, Jr. Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: C



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 having high expectations for all students through advanced academic and social skills to ensure students are 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 work force, staff members should be innovative and creative; therefore their efforts will be encouraged.

Value Statement

Every student matters, every moment counts!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	17
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.	17
Goal 2: Clark Elementary will provide a well-balanced and appropriate curriculum to all students.	20
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.	22
Goal 4: Clark Elementary will provide and maintain a safe, positive learning environment.	25
Goal 5: Clark Elementary will recruit, develop, and retain highly effective personnel.	26
Goal 6: Clark Elementary will establish and maintain parental and community partnerships in education to enhance student achievement	27
Goal 7: Clark Elementary will provide the technology infrastructure and tools to maximize student achievement.	29
Plan Notes	30
Campus Funding Summary	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

The comprehensive needs assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

Demographics

Hispanic	43.10
White	38.28
African American	13.28
2 or More Races	2.73
Asian	2.08
American Indian/Alaskan Native	.26
Hawaiian/Pacific Islander	0
Economically Disadvantaged	58.46
Male	50.26
Female	49.74
Total Enrollment	779

- Over the past three years our economically disadvantaged population has increased from 39.31% in 2016-2017 school year to 58.46 at present time.
- Enrollment at Clark is increasing yearly. Our student mobility rate has increased this year to 21.28%. Last year, the mobility rate was 16.30%.
- Goose Creek ISD services homeless and migrant students by providing them with transportation, offering free/reduced food program. Helping connect parents with food pantries, medical needs, mental health assistance, job assistance and other entities that can help the entire family reach their goals of being independent.
- At Risk students include:
 - Students who failed previous STAAR
 - Students who failed/below level on screeners
 - McKinney Vento
 - ELL

- Programs available for At Risk students:
 - Tutorials (after school and pullouts)
 - Project Read
 - Education Galaxy
 - ALT time

Demographics Strengths

- Campus Instructional Specialist on Campus
- Campus Student Success Specialist was added this year
- Attendance programs were implemented-- 2019 The Year of Attendance
- Consistency of students remaining at Clark (mobility rate)

Student Academic Achievement

Student Academic Achievement Summary

Academic Achievement: % at or above Meets Grade Level

Student Group	Reading Target	2017	2018	Math Target	2017	2018
All Students	44	46	51	46	55	49
African American	32	23	36	31	43	31
Hispanic	37	39	48	40	45	45
White	60	55	55	59	65	55
Economic Disadvantage	33	41	51	36	42	45
Special Education	19	15	8	23	26	4

Academic Growth

Student Group	Reading Target	2017	2018	Math Target	2017	2018
All Students	66	64	79	71	72	78
African American	62		81	67		61
Hispanic	65	69	77	69	67	77
White	69	68	80	74	78	81
Economic Disadvantage	64	70	78	68	73	73
Special Education	59			61		

Student Success: STAAR Performance Score Across All Subjects

Student Group	Target	2017	2018
African American	36	36	37
Hispanic	41	44	48
White	58	57	54
Economic Disadvantage	38	44	48
Special Education	23	20	11

2017 State Performance of All Student Groups (% at Approaches)								
Student Group	3 rd Math	4 th Math	5 th Math	3 rd Reading	4 th Reading	5 th Reading	4 th Writing	5 th Science
All Students	73.68	77.23	91.35	71.05	74.26	76.92	60.40	83.17
Eco Dis	63.27	71.05	88.24	57.14	65.79	66.67	60.53	78
African American	57.14	72.73	80	57.14	45.45	60	54.55	80
Hispanic	68.18	71.05	91.11	65.91	71.05	71.11	50	76.19
White	84	83.72	97.62	76	81.40	88.10	67.44	92.86
Non-SPED	81.55	83.7	96.67	76.7	80.43	86.67	66.30	93.1
Special Education	0	11.11	57.14	18.18	11.11	14.29	0	21.43

2018 State Performance of All Student Groups (% at Approaches)								
Student Group	3 rd Math	4 th Math	5 th Math	3 rd Reading	4 th Reading	5 th Reading	4 th Writing	5 th Science
All Students	76.36	78.63	90.38	80	76.07	86.54	67.24	82.52
Eco Dis	74.07	63.64	88.37	81.48	61.82	83.72	61.11	83.72
African American	83.33	61.16	88.89	83.33	68.42	77.78	57.89	88.89
Hispanic	73.33	72.34	89.13	75.56	68.09	80.43	63.83	75.56
White	75	91.11	92.68	81.25	84.44	92.68	71.11	87.80
Non-SPED	83.84	86.67	95.65	86.87	81.9	95.65	74.04	89.01
Special Education	9.09	8.33	50	18.18	25	16.67	8.33	33.33

- White and special education students did not make their academic achievement target (meets) in reading and math.
- African American students did not meet their growth target in math.
- Areas to address include phonics instruction in all grade levels, writing in all grade levels and content areas, student talk, and student goal setting.
- African American, Hispanic, and economically disadvantaged students met their academic achievement targets.
- Hispanic, White, and economically disadvantaged students met their growth targets in math. All groups met their growth targets in reading.
- African American, Hispanic, and economically disadvantaged students met their targets in STAAR performance score across all subjects.
- There is a 20 point difference between the percentage of White students who met grade level expectations and the percentage of African American students who met grade level expectations in both reading and math even though African Americans met their academic achievement goal and Whites did not. Because the size of the African American population is small, 3 students represent 10% of that subpop group. There was a significant drop in the percentage of African Americans who performed at the Meets level from 2017 to 2018.
- Special education students scored significantly lower in all areas and all subjects. They performed best in 5th grade math. The special education group is comprised of students with learning differences and disabilities of various types and severity. These differences affect their ability to perform on standardized assessments.

- Non-Sped students are at higher percentages in approaches, meets and masters. The SPED students did best in 5th

What plans are in place to support special education students?

- IEPs
- RTI documents
- SPED teachers
- Small group testing
- Accommodations for testing and classwork
- Resource
- Inclusion
- Teachers have special education support teachers from various programs throughout the school year.
- Teachers also have paras to help them.

Student Academic Achievement Strengths

- RtI system is moving more efficiently which is helping with student achievement
- Tutoring and tracking of special education students and training for the special education teachers/staff
- Economically disadvantage students are meeting their academic achievement targets
- Math talks and staff development training

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our writing scores are not improving on the fourth grade STAAR Writing test. **Root Cause:** There is not an effective plan to ensure that writing is included in all grade levels across all content areas.

Problem Statement 2: We are not meeting targets for Whites and SPED in reading and math. **Root Cause:** All student groups except special education perform well at the approaches level, but do not score high enough to achieve "meets" grade level expectations. Special education students are struggling to perform at the "approaches" level on the state assessments.

Problem Statement 3: African American students did not meet their growth target in math. **Root Cause:** Students did not make a year's growth in mathematics. 61% of our African American students performed at the approaches level last year, a 10% drop from the year before.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed during the month of May through campus teams as well as the campus instructional leadership team. The following processes and programs were discussed:

Technology:

- In the area of technology, it was determined that Clark uses a variety of programs to support instruction and learning such as Education Galaxy, Waterford, Star Renaissance, Google Class, Brain Pop, and various other programs offered through the GC website. All 5th grade students have laptops, and 4th grade students have iPads. All grade levels have access to 2 computer labs that seat 30 students each as well as grade level laptop carts.
- Teachers rely on the GCCISD website when choosing online instructional materials for students. They use Destiny which is a search engine and provides resources, Get EPIC, Newsela, IMovie, and Discovery.
- Students and parents have access to the same technology used at school through their GCCISD portal. In addition to these programs, students have access to Spelling City.

Curriculum, Instruction, and Assessment:

- It was determined that PLCs are an area of growth for some teams while other teams have clearly defined and executed procedures. Teachers are effective at using their data to make informed decisions for grouping students for ALT. Primary teams rely on guided reading levels, universal screener data, and CBAs to group students and plan for instruction. Intermediate grades use both CBAs and Benchmarks to determine placement, but they also consider the reporting categories of Approaches, Meets, and Masters. Teams would like more PLC time to be devoted to learning from each other. It was suggested that we create a calendar that details testing dates so that teachers are prepared for PLCs that will focus on data. They would also be able plan learning time at other meetings.
- Clark teachers effectively communicate content and language objectives to students. Objectives are written on the board and teachers review the objectives with the class. It was suggested that students write objectives in their planners as an added support. Teachers use Sheltered Instruction strategies such as preteaching vocabulary, pictorial support, repeating instructions, and check for understanding of directions with all students as a best practice.
- To improve student achievement, teachers at Clark use test data to develop ALT groups in addition to extra interventions such as tutorial groups with a pull-out teacher or after school tutoring. Teachers feel a sense of urgency when identifying students who struggle. Some teachers noted that ESPED is not user friendly when entering progress monitoring information. At Clark teachers believe they need to work on accountability in keeping student information up to date in ESPED so that students show growth or testing occurs when necessary.

School Processes & Programs Strengths

- Small group focused tutorials
- Planning for student achievement
- Writing camps
- Use of technology on campus
- Speaking in complete sentences
- Use of Accelerated Reading
- Implementation of math manipulatives and training

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

Family and Community

- The Campus Student Success Specialist works closely with teachers, parents and community members to provide parent nights that are applicable to their needs.
- The staff agree that Clark has high parental involvement and Community Partnerships.

School Culture and Climate

- In regards to the culture, student support and providing a safe work environment, the majority of staff agree that those are evident at Clark.
- In regards to PBIS, the staff agree that we have a variety of positive behavior incentives.
- The data reveals that most discipline referrals are coming from classroom disruptions (23.4%), 30.9% from 3rd grade, 20.7% from 4th grade. Most referrals are occurring on Wednesdays.

Perceptions Strengths

Family and Community

The data indicates that Clark has a variety of Community Partnerships including:

- Bayer Heritage-PIE
- Lee College
- Boy Scouts
- Wetlands
- Depelchin (Journey of Hope)
- Faith Family (LifePoint)
- PTO
- Ready Set Teach
- CIS
- PALS

- Love Inc
- Masonic Lodge
- Service League
- Lions Club
- Patients
- Marine Toys 4 Tots
- Backpack Buddies

School Culture and Climate

Interventions are in place to help increase appropriate behavior. Classroom teachers utilize grade level discipline plans, the campus has positive behavior cowboy cards with end of the semester parties and daily rewards.

Priority Problem Statements

Problem Statement 1: Our writing scores are not improving on the fourth grade STAAR Writing test.

Root Cause 1: There is not an effective plan to ensure that writing is included in all grade levels across all content areas.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: We are not meeting targets for Whites and SPED in reading and math.

Root Cause 2: All student groups except special education perform well at the approaches level, but do not score high enough to achieve "meets" grade level expectations. Special education students are struggling to perform at the "approaches" level on the state assessments.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: African American students did not meet their growth target in math.

Root Cause 3: Students did not make a year's growth in mathematics. 61% of our African American students performed at the approaches level last year, a 10% drop from the year before.

Problem Statement 3 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- PBMAS data
- Local Accountability Systems (LAS) 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
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Other Prekindergarten and Kindergarten assessment 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- 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
- TTESS data

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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 07, 2019

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 in Approaches, Meets, and Masters.

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 collaborative learning time. (Special emphasis on Math: K-5 problem solving, Writing: K-5 editing, and growth progress measure in 4th and 5th grade math and reading.)	2.4	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher	Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data			
Problem Statements: Student Academic Achievement 1, 2, 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
2) Administrators, campus-instructional specialist, interventionist, and teachers facilitate collaborative learning time (PLC planning sessions) to target specific TEKS and objectives and implement plans and coaching support for closing achievement gaps in the content areas.	2.4	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher	PLC notebook Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data			
	Funding Sources: Coordination of Local, State, and Federal Funds - 70000.00					
3) Provide coaching support and resources for classroom teachers, especially teachers new to the profession, grade level, or content area as referenced in the STAAR action plan (Special emphasis on fourth grade.).	2.4	Principal Assistant Principal Peer Teacher Coaches Campus Instructional Specialist	Anecdotal records obtained from coaching visits documented in coaching cycle Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data			
	Problem Statements: Student Academic Achievement 1, 2, 3					
4) Chart all K-5 students' CBAs and Benchmarks to track progress and make adjustments as needed to instructional practices.	2.4	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher Campus Student Success Specialist	Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data			
	Problem Statements: Student Academic Achievement 1, 2, 3					
5) Sentence stems will be utilized in all subjects and grades including PE, Fine Arts, and music, to increase the use of student accountable talk in the classroom.	2.5	Principal Assistant Principal Teachers	Increased engagement by all students during classroom instruction as observed on walk throughs and instructional round data Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data			
6) Require students to answer questions in complete sentences and to write in complete sentences in all academic settings.	2.5	Principal Assistant Principal Teachers	Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
7) Provide and seek out teacher training and staff development sessions to improve teacher knowledge and skills especially in the area of writing, reading, science, and math.	2.6	Principal Assistant Principal Campus Instructional Specialist Intervention Teacher Campus Student Success Specialist	Increased skill set for content teachers as observed through walk throughs, internal rounds, and coaching visits Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data			
Problem Statements: Student Academic Achievement 1						
8) Utilize Accelerated Reader to monitor students' comprehension and reading levels in grades first through fifth.	2.6	Principal Assistant Principal Teachers Librarian	Increased number of students reaching 100 points or more by end of 2019-2020 school year Improved student achievement based on CBA, Benchmark, STAAR data			
9) Provide opportunities each semester for teacher/peer observations and feedback to improve teacher knowledge and skills especially in areas of writing, reading, and math.	2.4	Principal Assistant Principal	Increased skill set for content teachers as observed through walk throughs, internal rounds, and coaching visits Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data			
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Our writing scores are not improving on the fourth grade STAAR Writing test. Root Cause 1: There is not an effective plan to ensure that writing is included in all grade levels across all content areas.
Problem Statement 2: We are not meeting targets for Whites and SPED in reading and math. Root Cause 2: All student groups except special education perform well at the approaches level, but do not score high enough to achieve "meets" grade level expectations. Special education students are struggling to perform at the "approaches" level on the state assessments.
Problem Statement 3: African American students did not meet their growth target in math. Root Cause 3: Students did not make a year's growth in mathematics. 61% of our African American students performed at the approaches level last year, a 10% drop from the year before.

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 progress one language proficiency level yearly and reach English attainment within 3-5 years. (Special emphasis will be placed on speaking progression.)	2.4	Principal Assistant Principal Teachers	Increased growth by one year as indicated on TELPAS Composite score			
	Funding Sources: Coordination of Local and State Funds - 200.00					
2) Provide Imagine Learning instruction for 1st and 2nd grade English Language Learner students.	2.6	Principal Assistant Principal Teachers	Increased growth by one year as indicated on TELPAS Composite score			
3) Implement the Special Education program so that all Special Education students are taught in the least restrictive environment to improve learning outcomes.	2.4	Principal Assistant Principal Teachers	ARD paperwork and student schedules Increased growth by one year as indicated on Student Growth Composite			
	Funding Sources: Coordination of Local and State Funds - 450.00					
4) Provide additional tutoring for struggling special education students.	2.6	Principal Assistant Principal Teachers Campus Internationalist Specialist	Analyze tutorial logs Increased growth by one year as indicated on Student Growth Composite			
5) Implement higher order thinking skills that all GATE students are taught at their highest potential through accelerated instruction and achieve Master performance on district testing and/or STAAR.	2.5	Principal Assistant Principal Teachers	Analyze lesson plans Anecdotal notes obtained from walk throughs, instructional rounds, and coaching visits Improved student achievement based on CBA, Benchmark, STAAR data			
	Funding Sources: Coordination of Local and State Funds - 350.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
6) 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.	2.4	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher	Review Agendas and Sign-ins Anecdotal notes obtained from walk throughs, instructional rounds, and coaching visits Improved student achievement based on CBA, Benchmark, STAAR data			
7) Provide staff development to address the needs in core content areas and with at-risk students within special groups including English Language Learners and Special Education as referenced in the STAAR action plan.	2.6	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher Campus Peer Coaches	Review Agendas and Sign-ins Anecdotal notes obtained from walk throughs, instructional rounds, and coaching visits Improved student achievement based on CBA, Benchmark, STAAR data			

 = Accomplished
 = No Progress
 = Discontinue

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 levels to track progress and make adjustments as needed, specifically with an emphasis on special education populations and students who failed their third or fourth grade STAAR reading test.	2.4, 2.6	Principal Assistant Principal Teachers Intervention Teacher	Improved student achievement with a years growth on guided reading score			
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, African American, Special Education, LEP, and Economically Disadvantaged subgroups.	2.4, 2.6	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher Campus Student Success Specialist	Improved student achievement based on CBA, Benchmark, STAAR data			
Problem Statements: Student Academic Achievement 2, 3						
3) Conduct six week RTI meetings to ensure that the process runs effectively and efficiently and that student needs and interventions are met in a timely manner.	2.6	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher	Improved student achievement based on CBA, Benchmark, STAAR data			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
4) Provide specific resources, personnel, and extended instructional time to meet the needs of all students, including at-risk students, special education and English Language Learners to improve their chance for success and close the achievement gap.	2.6	Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher	Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data			
	Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: Coordination of Local and State Funds - 15000.00					
5) Utilize the counselor and Campus Student Success Specialist to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom.	2.6	Principal Assistant Principal Counselor Campus Student Success Specialist	Decreased office referrals for the 2019-2020 school year			
6) Promote high attendance (97% or above school-wide) and incorporate incentive programs for students and teachers. An additional incentive will be utilized for EE-Kindergarten.	2.4	Principal Assistant Principal Teachers Campus Student Success Specialist	Review & Analyze PEIMS attendance report Increased attendance for all grade levels to reach 97% at the end of 2019-2020 school year			
	Funding Sources: Local Funds - 1000.00					
7) 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 Counselor Teachers Campus Student Success Specialist	Review Agendas Increased student participation and knowledge of college and career readiness and awareness each six weeks			
8) Provide student success supports to identified students that are struggling with attendance, academics, and/or behavior.	2.6	Principal Campus Student Success Specialist CYS	Improved student success with attendance, academics, and/or behavior			
	Funding Sources: Coordination of Local, State, and Federal Funds - 65000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
						

Performance Objective 1 Problem Statements:

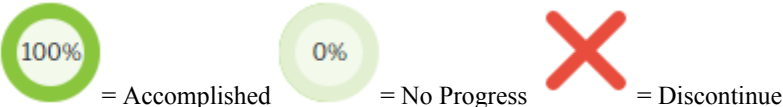
Student Academic Achievement
Problem Statement 2: We are not meeting targets for Whites and SPED in reading and math. Root Cause 2: All student groups except special education perform well at the approaches level, but do not score high enough to achieve "meets" grade level expectations. Special education students are struggling to perform at the "approaches" level on the state assessments.
Problem Statement 3: African American students did not meet their growth target in math. Root Cause 3: Students did not make a year's growth in mathematics. 61% of our African American students performed at the approaches level last year, a 10% drop from the year before.
Problem Statement 1: Our writing scores are not improving on the fourth grade STAAR Writing test. Root Cause 1: There is not an effective plan to ensure that writing is included in all grade levels across all content areas.

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: Review 360 data and teacher surveys

Summative Evaluation 1:

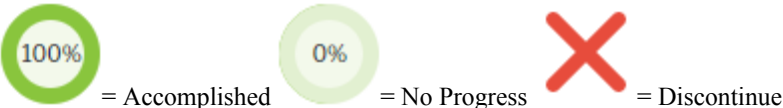
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement a school-wide reward and incentive program for positive student behavior.	2.4	Principal Assistant Principal Teachers Counselor	Decreased number of discipline referrals for the 2019-2020 school year			
2) Incorporate a school-wide conflict resolution and problem-solving program (Olweus) to reduce discipline referrals and bullying incidents.	2.4	Principal Assistant Principal Counselor	Decreased number of discipline referrals			
3) Promote positive staff morale with a variety of incentives.		Principal Assistant Principal Counselor	Analyze staff surveys Improvement of staff morale based on staff surveys			
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 Counselor Campus Student Success Specialist	Decreased number of discipline referrals for the 2019-2020 school year			
						

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.		Principal Assistant Principal	Analyze Job fair report Hire 100% highly qualified teachers for the 2019-2020 school year			
2) Assure all assignments and re-assignments are filled with highly effective staff.		Principal Assistant Principal	Hire 100% highly qualified teachers for the 2019-2020 school year			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.		Principal Assistant Principal	Review Minutes Increased number of teacher retention			
4) Ensure low-income students and minority students are taught at higher rates than other student groups by experienced teachers.		Principal Assistant Principal	Review Master Schedule and Teacher Service Record			
5) Encourage teachers to become ESL and GT certified and add subject area certifications.		Principal Assistant Principal	Review teachers with ESL and GT certification Review additional subject area certifications attained Increased number of certifications per teacher			
6) Implement a mentor system for 1st , 2nd, and 3rd year teachers.		Principal Assistant Principal Lead Mentor Counselor	Increased number of retained teachers			
						

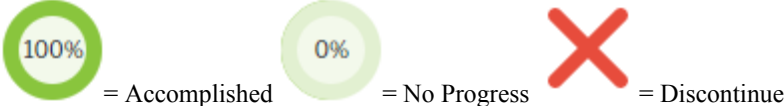
Goal 6: Clark Elementary will establish and maintain parental and community partnerships in education to enhance student achievement

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 Campus Student Success Specialist 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, parent training, 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 Campus Student Success Specialist Teachers	Increase in parent support and participation of student success			
Funding Sources: Coordination of Local, State, and Federal Funds - 4800.00						
3) Utilize a variety of methods to communicate between school and home to support ongoing student success: campus newsletters, Tuesday folders, grade level behavior plans, and School Messenger.		Principal Assistant Principal Campus Student Success Specialist	Analyze Parent/Teacher Surveys Increase in parent support and participation of student success			
4) Provide instructional field trips and classroom lessons inviting parent help and participation.		Principal Teachers Campus Student Success Specialist	Review Sign-in sheets Increase in parent support and participation of student success			

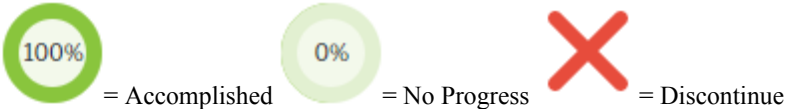
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
5) Recruit active parent and teacher members for PTO.		Principal Assistant Principal Teachers Campus Student Success Specialist	Analyze Parent Survey Increase in parent support and participation of student success			
6) Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners.	2.5	Principal Assistant Principal Bayer Heritage Federal Credit Union Campus Student Success Specialist Counselor	Review sign-ins Increase in participation of community and organization members to support the needs of students			
						

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 (such as: EduSmart, Imagine Learning, Reading Renaissance, Waterford, AR Scholastics, Education Galaxy, and Promethean Boards) in order to enhance the curriculum and reduce the achievement gap for at-risk students (including M1, M2, M3, and M4 students) with assistance from district-provided staff.	2.5, 2.6	Principal Assistant Principal Teachers	Improved student achievement based on CBA, Benchmark, STAAR data			
2) Use technology in the classrooms to maximize learning.	2.4	Principal Assistant Principal Teachers	Improved student achievement based on CBA, Benchmark, STAAR data			
3) Use GCTV to ensure that Deaf Education students can comprehend morning announcements each day by seeing announcements signed.		Principal Assistant Principal Counselor Teachers	Ensure Deaf Education students' disability does not hinder their understanding of morning announcements			
						

Plan Notes

Campus Comprehensive Needs Assessment conducted:

- May 1, 2019 CNA Overview Presentation and begin group work
- May 7, 2019 CNA check-in with ILT-- Carousal Activity (brief summary by each group)
- May 1-20th: Continue to work as CNA groups
- May 22, 2019: CNA Presentation to staff by each group
- May 23, 2019 Final Presentation to ILT
- May 24, 2019 Summative Reports are due

Parent and Family Engagement Policy and Compact Review/Revisions:

- May 24, 2019 at 10 am in the library at Clark Elementary

Title 1 Components/Parent and Family Engagement Policy/Compact/CIP Meeting:

- Tuesday, August 21, 2018 Parent Meeting 6:00 in Clark Cafeteria
- Thursday, August 23, 2018 Parent Meeting 6:00 in Clark Cafeteria

Formative Review Update/Revise CIP:

- To be Scheduled

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Attendance Program for EE-1st		\$1,000.00
Sub-Total					\$1,000.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus Instructional Specialist focused instructional coaching	Title I Part A	\$70,000.00
3	1	8	Campus Student Success Specialist to support student success components	Title I Part A	\$65,000.00
6	1	2	Materials for parent training sessions	Title I, Part A	\$800.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$139,800.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental instructional materials	Bilingual/ESL Funds	\$200.00
2	1	3	Supplemental instructional materials	Special Ed. Funds	\$450.00
2	1	5	Supplemental instructional materials	GT Funds	\$350.00
3	1	4	Intervention Tutorial costs-tutor payroll	SCE Funds	\$15,000.00
Sub-Total					\$16,000.00
Grand Total					\$156,800.00