

Goose Creek Consolidated Independent School District

Dr. Johnny T. Clark, Jr. Elementary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 2, 2020

Public Presentation Date: November 2, 2020

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 Learning | 6 |
| School Processes & Programs | 12 |
| Perceptions | 14 |
| Priority Problem Statements | 15 |
| Comprehensive Needs Assessment Data Documentation | 16 |
| Goals | 19 |
| 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. | 19 |
| Goal 2: Clark Elementary will provide a well-balanced and appropriate curriculum to all students. | 22 |
| 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. | 24 |
| Goal 4: Clark Elementary will provide and maintain a safe, positive learning environment. | 28 |
| Goal 5: Clark Elementary will recruit, develop, and retain highly effective personnel. | 30 |
| Goal 6: Clark Elementary will establish and maintain parental and community partnerships in education to enhance student achievement | 32 |
| Goal 7: Clark Elementary will provide the technology infrastructure and tools to maximize student achievement. | 34 |
| Campus Funding Summary | 36 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

The comprehensive needs assessment process was completed during May 2020 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

| | |
|---|--------------|
| Hispanic | 46.04 |
| White | 35.70 |
| African American | 13.42 |
| Two or More Races | 2.68 |
| Asian | 2.01 |
| American Indian Or Alaskan Native | .13 |
| Native Hawaiian or Other Pacific Islander | 0.0 |
| Male | 49.53 |
| Female | 50.47 |
| Economically Disadvantaged | 54.66 |

- Since 2017 our economically disadvantaged has increased from 39.31% to 54.6% at present date.
- Enrollment at Clark is steadily increasing. In 2017 our enrollment was 672 and Clark’s current enrollment is 745. Our student mobility has increased this year to 25.91%. Last year, it was at 21.28%.
- GCCISD services homeless and migrant students by providing them with transportation and offering free/reduced food program. Some of the services provided are locating ways parents can connect 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.
- Our percentages of Hispanic and African American teachers have increased since the 2017 school year.
- Our current average class size is 22:1

Demographics Strengths

- Campus Instructional Specialist
- Campus Student Success Specialist
- Community Youth Services Worker

- Community In Schools Program
- Attendance Program
- Consistency of students remaining at Clark

Student Learning

Student Learning Summary

The comprehensive needs assessment process was completed during May 2020 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

Academic Achievement: % at or above Meets Grade Level

| Student Group | Reading Target | 2017 | 2018 | 2019 | Math Target | 2017 | 2018 | 2019 |
|----------------------|----------------|------|------|------|-------------|------|------|------|
| All Students | 44 | 46 | 51 | 44 | 46 | 55 | 49 | 49 |
| African American | 32 | 23 | 36 | 30 | 31 | 43 | 31 | 30 |
| Hispanic | 37 | 39 | 48 | 45 | 40 | 45 | 45 | 47 |
| White | 60 | 55 | 55 | 52 | 59 | 65 | 55 | 55 |
| Econo. Disadvantaged | 33 | 41 | 51 | 39 | 36 | 42 | 45 | 42 |
| Special Education | 19 | 15 | 8 | 5 | 23 | 26 | 4 | 13 |

Academic Growth

| Student Group | Reading Target | 2017 | 2018 | 2019 | Math Target | 2017 | 2018 | 2019 |
|----------------------|----------------|------|------|------|-------------|------|------|------|
| All Students | 66 | 64 | 79 | 71 | 71 | 72 | 78 | 76 |
| African American | 62 | | 81 | 76 | 67 | | 61 | 67 |
| Hispanic | 65 | 69 | 77 | 71 | 69 | 67 | 77 | 78 |
| White | 69 | 68 | 80 | 70 | 74 | 78 | 81 | 76 |
| Econo. Disadvantaged | 64 | 70 | 78 | 75 | 68 | 73 | 73 | 79 |
| Special Education | 59 | | | 48 | 61 | | | 69 |

Student Success: STAAR Performance Score Across All Subjects

| Student Group | Target | 2017 | 2018 | 2019 |
|----------------------|--------|------|------|------|
| African American | 36 | 36 | 37 | 39 |
| Hispanic | 41 | 44 | 48 | 46 |
| White | 58 | 57 | 54 | 53 |
| Econo. Disadvantaged | 38 | 44 | 48 | 42 |

| Student Group | Target | 2017 | 2018 | 2019 |
|-------------------|--------|------|------|------|
| Special Education | 23 | 20 | 11 | 12 |

2018 State Performance of All Student Groups (% at Meets) (TEA)

| Student Group | 2018 All tests | Reading 2018 | Math 2018 | Writing 2018 | Science 2018 |
|-------------------|----------------|--------------|-----------|--------------|--------------|
| All Students | 48 | 51 | 49 | 34 | 54 |
| Eco Dis | 47 | 51 | 45 | 33 | 54 |
| African American | 30 | 36 | 31 | 11 | 44 |
| Hispanic | 45 | 48 | 45 | 36 | 47 |
| White | 53 | 55 | 55 | 35 | 60 |
| Special Education | 5 | 8 | 4 | 0 | 8 |

2019 State Performance of All Student Groups (% at Meets) (TEA)

| Student Group | 2019 All tests | Reading 2019 | Math 2019 | Writing 2019 | Science 2019 |
|-------------------|----------------|--------------|-----------|--------------|--------------|
| All Students | 47 | 47 | 49 | 28 | 56 |
| Eco Dis | 39 | 39 | 42 | 25 | 40 |
| African American | 31 | 30 | 30 | 33 | 32 |
| Hispanic | 44 | 45 | 47 | 28 | 50 |
| White | 52 | 52 | 55 | 27 | 75 |
| Special Education | 8 | 5 | 13 | 7 | 0 |

2018 State Performance of All Student Groups (% at Masters)

| Student Group | 2018 All | Reading 2018 | Math 2018 | Writing 2018 | Science 2018 |
|-------------------|----------|--------------|-----------|--------------|--------------|
| All Students | 22 | 24 | 26 | 5 | 19 |
| Eco Dis | 19 | 24 | 21 | 3 | 14 |
| African American | 8 | 13 | 8 | 0 | 0 |
| Hispanic | 20 | 23 | 23 | 5 | 19 |
| White | 24 | 26 | 29 | 5 | 20 |
| Special Education | 0 | 0 | 0 | 0 | 0 |

2019 State Performance of All Student Groups (% at Masters)

| Student Group | 2019 All | Reading 2019 | Math 2019 | Writing 2019 | Science 2019 |
|-------------------|----------|--------------|-----------|--------------|--------------|
| All Students | 23 | 25 | 25 | 5 | 25 |
| Eco Dis | 17 | 18 | 21 | 4 | 15 |
| African American | 10 | 13 | 13 | 8 | 0 |
| Hispanic | 21 | 25 | 23 | 2 | 23 |
| White | 27 | 28 | 29 | 7 | 38 |
| Special Education | 1 | 0 | 3 | 0 | 0 |

2019 STAAR Data from Eduphoria

| | Total Students | Raw Score | Scale Score | Percent Score | Approaches | Meets | Meets Target | Masters |
|-------------------------------|----------------|-----------|-------------|---------------|------------|--------|--------------|---------|
| 3rd Grade Reading | 117 | 23 | 1456 | 68.08% | 73.50% | 47.86% | 44% | 32.48% |
| 4 th Grade Reading | 113 | 22 | 1496 | 62.43% | 67.26% | 35.40% | 44% | 16.81% |
| 5 th Grade Reading | 124 | 28 | 1585 | 73.56% | 89.52% | 51.61% | 44% | 25.81% |
| 3 rd Grade Math | 117 | 22 | 1464 | 67.45% | 77.78% | 44.44% | 46% | 20.51% |
| 4 th Grade Math | 113 | 20 | 1544 | 59.64% | 69.03% | 38.94% | 46% | 20.35% |
| 5 th Grade Math | 124 | 25 | 1638 | 69.45% | 87.90% | 55.65% | 46% | 32.26% |
| 4 th Grade Writing | 111 | 18 | 3606 | 56.68% | 56.76% | 27.93% | 47% | 5.41% |
| 5 th Grade Science | 124 | 26 | 3948 | 72.33% | 73.39% | 53.23% | 47% | 23.39% |

Science CBA Data 2017-2020

Science CBA Gr 5 Summarized Results

| | Total Students | Raw Score | Percent Score | Approaches GL (MIN) | Meets GL | Masters GL (Max) |
|---------|----------------|-----------|---------------|---------------------|----------|------------------|
| 2017-18 | 104 | 22 | 78.66% | 77.18% | | 30.58% |
| 2018-19 | 117 | 20 | 72.09% | 61.37% | 45.06% | 15.88% |
| 2019-20 | 116 | 19 | 68.37% | 55.70% | 36.84% | 12.72% |

Science CBA Gr 4 Summarized Results

| | Total Students | Raw Score | Percent Score | Approaches GL (MIN) | Meets GL | Masters GL (Max) |
|---------|-----------------------|------------------|----------------------|----------------------------|-----------------|-------------------------|
| 2017-18 | 120 | 16 | 71.90% | 64.25% | | 17.32% |
| 2018-19 | 120 | 16 | 72.62% | 62.56% | 46.64% | 20.40% |
| 2019-20 | 127 | 14 | 64.31% | 46.87% | 24.80% | 7.36% |

Science CBA Gr 3 Summarized Results

| | Total Students | Raw Score | Percent Score | Approaches GL (MIN) | Meets GL | Masters GL (Max) |
|---------|-----------------------|------------------|----------------------|----------------------------|-----------------|-------------------------|
| 2017-18 | 114 | 17 | 83.96% | 85.12% | | 48.60% |
| 2018-19 | 127 | 16 | 76.81% | 74.53% | 58.95% | 28.63% |
| 2019-20 | 125 | 17 | 76.63% | 68.89% | 56.39% | 36.94% |

Science CBA Gr 2 Summarized Results

| | Total Students | Raw Score | Percent Score | Approaches GL (MIN) | Meets GL | Masters GL (Max) |
|---------|-----------------------|------------------|----------------------|----------------------------|-----------------|-------------------------|
| 2017-18 | 111 | 14 | 79.75% | 77.73% | | 35.27% |
| 2018-19 | 119 | 14 | 76.69% | 67.43% | 58.31% | 34.40% |
| 2019-20 | 98 | 12 | 73.47% | 63.90% | 53.43% | 31.05% |

Science CBA Gr 1 Summarized Results

| | Total Students | Raw Score | Percent Score | Approaches GL (MIN) | Meets GL | Masters GL (Max) |
|----------|-----------------------|------------------|----------------------|----------------------------|-----------------|-------------------------|
| 2017-18 | 114 | 13 | 86.21% | 88.07% | | 50.46% |
| 2018-19 | 102 | 13 | 84.81% | 85.49% | 76.17% | 49.74% |
| Dec 2019 | 107 | 13 | 87.44% | 87.85% | 84.11% | 55.14% |

Science CBA Kindergarten Summarized Results

| | Total Students | Raw Score | Percent Score | Approaches GL (MIN) | Meets GL | Masters GL (Max) |
|----------|----------------|-----------|---------------|---------------------|----------|------------------|
| 2017-18 | 90 | 14 | 95.23% | 99.42% | | 82.46% |
| 2018-19 | 109 | 13 | 88.40% | 92.50% | 87.50% | 58% |
| Dec 2019 | 113 | 13 | 86.99% | 89.38% | 79.65% | 48.67% |

At Clark Elementary, we work toward helping our students succeed. We constantly discuss data and look to see where we can help our students. When we see a student struggling, we begin working with them in small groups. If small group does not help, we address the concern through ALT time. During ALT, the students receive help in a small group setting through either a teacher or a tutor. If we still see students struggling, they also can be pulled out for in class tutorials. Also, we have programs that students can use such as Education Galaxy, EdTech Games, and Waterford.

Overall, between 2018 and 2019, all sub-populations saw an improvement for the percentage of students at Masters Level. This is, with the exception of the economically disadvantaged sub-population, which saw a 2% drop from 2018-2019.

In 2019, our two biggest areas for concern, apart from SPED, were the African American, and economically disadvantaged sub-populations. There was a 6-12% disparity in the number of students at masters in reading, math, and science for these two sub-populations.

- Hispanics and economically disadvantaged students met their reading and math academic achievement targets. African American and White students did not meet their targets.
- Special education students showed a 9% increase in academic achievement at the Meets Level in math.
- Hispanic students showed a 2% increase in academic achievement at the Meets Level in math.
- Science scores for all students increased at meets and masters levels.
- All student groups met their STAAR growth targets in math. All groups met their growth targets in reading except special education. Student growth decreased overall from 2018 to 2019 in reading.
- STAAR reading scores for special education students increased at the approaches level from 16.67% in 2018 to 33.33% in 2019.
- African American, Hispanic, and economically disadvantaged students met their targets in STAAR performance score across all subjects. White students and special education students did not meet their target score.
- The midyear reading screener (TPRI) indicates that 81% of kindergartners, 84% of 1st graders, and 80% of 2nd graders are reading on grade level and sub-populations are within a 15-point range with the exception of special education students.
- Science CBA summarized data from the 2017-2018 school year to the 2019-2020 school year shows a decrease in student performance at all performance levels in all grades except 1st grade.

Areas to address include phonics instruction (K-5), phonological awareness (PK-2), writing in all grade levels and content areas, science instruction at all grade levels, and student goal setting.

Student Learning Strengths

- All student groups met their STAAR growth targets in math. All groups met their growth targets in reading except special education.
- STAAR reading scores for special education students increased at the approaches level from 16.67% in 2018 to 33.33% in 2019.
- African American, Hispanic, and economically disadvantaged students met their targets in STAAR performance score across all subjects.
- Highly qualified staff in all instructional positions.
- Annual identification of gifted and talented students.
- Special education students are placed in appropriate settings with additional support staff as needed. Special education teachers, paraprofessionals and other staff support students with disabilities through IEPs, inclusion, resource small group testing, accommodations for testing and classwork, and after school tutorials.
- Majority of teachers are ESL certified and many have GATE training hours.
- Professional staff works with small groups to address student needs for intervention during ALT and small group time.
- Education Galaxy and Waterford are being used to target individual students for intervention.
- Pre-K includes literacy and numeracy awareness, daily integration of technology, and small group stations.
- Title I programs include the support of a math/science campus instructional specialist to support teachers with academic planning and coaching.
- The Campus Student Success Specialist provided family engagement activities to engage students and parents in school activities to support campus improvement.
- Weekly PLC meeting time (outside of planning time) for teachers to collaborate and make decisions about instruction and student progress. Teachers implemented the 15-day challenge to structure planning with a backward design.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): African Americans, Whites and special education students did not meet reading and math academic achievement targets. **Root Cause:** The average STAAR percentage score for students in 3rd and 4th grade reading and 3rd, 4th, and 5th grade math is less than 70%.

Problem Statement 2 (Prioritized): Writing scores decreased to 57% at approaches and mastery level is less than 10%. **Root Cause:** There is not an effective plan to ensure that writing is included in all grade levels and across all content areas. New ELA resources to address the revised writing TEKS were distributed as they arrived throughout the year. Teachers have not yet received all materials that are needed.

Problem Statement 3 (Prioritized): Science scores are showing a decrease over the last three years on CBA testing. **Root Cause:** Science has not been an area of focus. Students are not learning required science vocabulary and participating in hands-on science investigations.

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 expectations at Clark, it was determined that there is not a defined expectation for the use of technology at the campus level, and instead is left up to the knowledge and expertise of each individual teacher. Furthermore, the use of technology is dependent on the lesson being taught and the availability of devices for students.
- Available technology for students is as follows: fifth graders have individual laptops, fourth graders have individual iPads, kindergarten through third grades have one laptop cart per grade level to share. There are two student desktop computers in every classroom. Clark has two computer labs for use by classrooms and to support ALT and web-based learning such as Waterford. There is also a cart in the library that teachers may use as well as desktop computers.
- Every classroom has a document camera and promethium board as well as laptop and desktop computer. Some teachers have CD players to use in their classrooms as listening stations for audio books. The library also has VCRs and DVD players. The use of GC TV was cited as a strength for Clark especially for our deaf education students.
- A need for technology was noted by specials teachers. Art and music teachers expressed the need for laptops or Ipads for use in their classes.
- Clark is assigned a district technology support person. Clark has assigned dates when the staff member is on campus to help teachers as well a teach coding classes to students. Some teachers would like to have the technology support person participate in planning to make suggestions for integrating technology into lessons. Some teachers also participated in the technology camp provided by the district.

Curriculum, Instruction, and Assessment:

- It was determined that PLCs are an area that has shown improvement since last year. Teachers cite organization and the 15 Day Challenge as components that have aided in their PLC growth. Teachers also believe that a consistent focus on a cycle of disaggregating data, planning, instruction, and evaluation has made PLCs more valuable and successful. Also, meeting as a team and then breaking into ELA and Math subject areas allowed teachers to focus on planning that is specific to their needs.
- Teachers use formal data such as CBAs and Benchmarks as well as informal data from CFAs and summative assessments to consistently plan for future instruction, extension, and remediation. The data is used to make decisions about classroom instruction, ALT groups, small group remediation, and RtI.
- Teachers track student progress using goal charts for individual student goals as well as classroom goals. They also use this data to discuss students as a grade level to plan for remediation and extension.
- Campuses record their data in Eduphoria to compare scores across the district. Support from Specials teachers for the PLC process is viewed as a positive.

Teachers believe that instructional materials are aligned to the TEKS and/or adjusted to fit the needs of grade levels. Some grade levels expressed

concerns that the scope and sequence moved slowly at the beginning of the year and did not allow for depth and rigor. This continued throughout the year for some grade levels while other adjusted to fit their grade level needs.

- Differentiation and scaffolding is addressed through data to form classroom groups, ALT groups, and extension so that all students show at least one year's growth.
- Questioning strategies is an area that continues to grow and improve. The sentence starters have been helpful in providing students a starting point for expressing their ideas.
- Kindergarten and first grade teachers also value the question stems but see the need for a different timeline for introducing and practicing the stems. An example would be instead of introducing four stems per six weeks, they would introduce two. Special teachers post stems that are appropriate for their content area but recognize when students use the stems they see in their classrooms.
- Teachers have been presented with various opportunities to participate in informal leadership roles such as team leader, PLC lead, Instructional Rounds, Internal Rounds, and Guided Coalition. Teachers value these opportunities and feel their opinions are valued. Teachers also like having a "go-to" person on their grade level team who is part of the various campus leadership teams.

School Processes & Programs Strengths

- Clark has a lot of technology for teachers and students to use. Technology support is provided by the district.
- GC TV being used for morning announcements is a benefit to students especially our deaf education children.
- PLC have shown great improvement over last year especially with the 15 Day Challenge being introduced.
- Sentence stems and Accountable Talk has improved questioning strategies.
- Teachers are given opportunities through Instructional Rounds, PLC, Guiding Coalition, and Team Leads to grow in their leadership skills.

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed during May 2020 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

- Community and family involvement and participation is high.
- Effective communication is occurring.
- We have a school where teachers and students feel safe.
- We offer a lot of positive behavior incentives.
- Staff does have concerns with aggressive behaviors of some children on the campus.

Perceptions Strengths

- Great community and parent support
- Family involvement
- Effective communication
- Proactive in disciplinary procedures

Priority Problem Statements

Problem Statement 1: African Americans, Whites and special education students did not meet reading and math academic achievement targets.

Root Cause 1: The average STAAR percentage score for students in 3rd and 4th grade reading and 3rd, 4th, and 5th grade math is less than 70%.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Writing scores decreased to 57% at approaches and mastery level is less than 10%.

Root Cause 2: There is not an effective plan to ensure that writing is included in all grade levels and across all content areas. New ELA resources to address the revised writing TEKS were distributed as they arrived throughout the year. Teachers have not yet received all materials that are needed.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Science scores are showing a decrease over the last three years on CBA testing.

Root Cause 3: Science has not been an area of focus. Students are not learning required science vocabulary and participating in hands-on science investigations.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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) and TELPAS Alternate 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

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
- Race and ethnicity 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/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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 in Approaches, Meets, and Masters.





Evaluation Data Sources: Results from STAAR and district assessments

Summative Evaluation: None

| <p>Strategy 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: PK-5 problem solving, Writing: PK-5 editing, and Science: PK-5.)</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 1, 2, 3</p> | Reviews | | | |
|--|-----------|-----|------|-----------|
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 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. The 15 Day Challenge will be utilized by all grades for math: PK-5, reading: 2-5, and science: 5.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Instructional Coaching by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I Part A - \$70,000</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |

| | | | | |
|---|------------------|------------|-------------|------------------|
| <p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data Improved teacher performance on walkthroughs and observations</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist Intervention Teacher</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 1, 2, 3</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 4: Chart all K-5 students' CBAs and Benchmarks to track progress and make adjustments as needed to instructional practices.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 1, 2, 3</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 6: Require students to answer questions in complete sentences and to write in complete sentences in all academic settings.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |

| | | | | |
|--|------------------|------------|-------------|------------------|
| <p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist Intervention Teacher</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 8: Utilize Accelerated Reader to monitor students' comprehension and reading levels in grades first through fifth. Starting with second nine weeks of Accelerated Reader, a focus on the number of non-fiction tests taken will be tracked and recorded in grades 2-5.</p> <p>Strategy's Expected Result/Impact: Increased number of students reaching 100 points or more by end of 2020-2021 school year Increased number of nonfiction books will be read by students Improved student achievement based on CBA, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Librarian</p> <p>Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 9: Provide opportunities for teacher/peer observations and feedback to improve teacher knowledge and skills especially in areas of writing, reading, and math.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |

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|--|------------------|------------|-------------|------------------|
| <p>Strategy 10: Science lab will be utilized regularly by all science teachers in K-5. Labs will include the complete use of the scientific method including stressing key science content vocabulary.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 3</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 11: Phonemic awareness skills will be directly taught in PK through second with fidelity. A campus check-off list will be utilized to track needed phonemic awareness skills for grade levels.</p> <p>Strategy's Expected Result/Impact: Increase in Universal Screener scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Reading Interventionist</p> <p>Title I Schoolwide Elements: 2.4</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: African Americans, Whites and special education students did not meet reading and math academic achievement targets. Root Cause: The average STAAR percentage score for students in 3rd and 4th grade reading and 3rd, 4th, and 5th grade math is less than 70%.</p> |
| <p>Problem Statement 2: Writing scores decreased to 57% at approaches and mastery level is less than 10%. Root Cause: There is not an effective plan to ensure that writing is included in all grade levels and across all content areas. New ELA resources to address the revised writing TEKS were distributed as they arrived throughout the year. Teachers have not yet received all materials that are needed.</p> |
| <p>Problem Statement 3: Science scores are showing a decrease over the last three years on CBA testing. Root Cause: Science has not been an area of focus. Students are not learning required science vocabulary and participating in hands-on science investigations.</p> |





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 Sources: Results from STAAR, TELPAS, and district assessments

Summative Evaluation: None

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|---|------------------|------------|-------------|------------------|
| <p>Strategy 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.)</p> <p>Strategy's Expected Result/Impact: Increased growth by one year as indicated on TELPAS Composite score</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$200</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 2: Provide Imagine Learning instruction for first and second grade English Language Learner students. Provide opportunities for all ELL students to use SeeSaw to improve listening and speaking skills.</p> <p>Strategy's Expected Result/Impact: Increased growth by one year as indicated on TELPAS Composite score Increased growth on listening and speaking domain on TELPAS</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 3: Implement the Special Education program so that all Special Education students are taught in the least restrictive environment to improve learning outcomes.</p> <p>Strategy's Expected Result/Impact: Increased growth by one year as indicated on Student Growth Composite</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Ed. Funds - \$450</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |

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|--|------------------|------------|-------------|------------------|
| <p>Strategy 4: Provide additional tutoring for struggling special education students.</p> <p>Strategy's Expected Result/Impact: Increased growth by one year as indicated on Student Growth Composite</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Internationalist Specialist</p> <p>Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 5: Implement higher order thinking skills that all GATE students are taught at their highest potential through accelerated instruction and achieve Master Level performance on district testing and/or STAAR.</p> <p>Strategy's Expected Result/Impact: Increased percentages on STAAR in Master performance Improved student achievement based on CBA, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$350</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 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 and science.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher</p> <p>Title I Schoolwide Elements: 2.4</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR data, TELPAS data Improved teacher performance as seen in walkthroughs and observations</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher</p> <p>Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
|  No Progress  Accomplished  Continue/Modify  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 Sources: PEIMS reports, Academic reports, and Discipline reports

Summative Evaluation: None

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|--|------------------|------------|-------------|------------------|
| <p>Strategy 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 Benchmark reading test.</p> <p>Strategy's Expected Result/Impact: Improved student achievement with a years growth on guided reading score</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Intervention Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 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. The 15 Day Plan will be utilized as referenced in the STAAR Action Plan.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |

| | | | | |
|---|------------------|------------|-------------|------------------|
| <p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher</p> <p>Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialist Intervention Teacher Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Intervention Tutorial costs-tutor payroll - Coordination of Local and State Funds - SCE Funds - \$8,000</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Decreased office referrals for the 2020-2021 school year</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |

| | | | | |
|--|------------------|------------|-------------|------------------|
| <p>Strategy 6: Promote high attendance (97% or above school-wide) and incorporate incentive programs for students and teachers.</p> <p>Strategy's Expected Result/Impact: Increased attendance for all grade levels</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Attendance Program for EE-1st - Local Funds - \$1,000</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 7: Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.</p> <p>Strategy's Expected Result/Impact: Increased student participation and knowledge of college and career readiness and awareness each six weeks</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 2.5</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 8: Provide student success supports to identified students that are struggling with attendance, academics, and/or behavior.</p> <p>Strategy's Expected Result/Impact: Improved student success with attendance, academics, and/or behavior</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Campus Student Success Specialist CYS</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I Part A - \$65,000</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

| |
|--|
| Student Learning |
| <p>Problem Statement 1: African Americans, Whites and special education students did not meet reading and math academic achievement targets. Root Cause: The average STAAR percentage score for students in 3rd and 4th grade reading and 3rd, 4th, and 5th grade math is less than 70%.</p> |
| <p>Problem Statement 2: Writing scores decreased to 57% at approaches and mastery level is less than 10%. Root Cause: There is not an effective plan to ensure that writing is</p> |

included in all grade levels and across all content areas. New ELA resources to address the revised writing TEKS were distributed as they arrived throughout the year. Teachers have not yet received all materials that are needed.

Problem Statement 3: Science scores are showing a decrease over the last three years on CBA testing. **Root Cause:** Science has not been an area of focus. Students are not learning required science vocabulary and participating in hands-on science investigations.





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 Sources: Review 360 data and teacher surveys

Summative Evaluation: None

| | | | | |
|---|------------------|------------|-------------|------------------|
| <p>Strategy 1: Implement a school-wide reward and incentive program for positive student behavior.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline referrals for the 2020-2021 school year</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 2.4</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 2: Incorporate a school-wide conflict resolution and problem-solving program (Olweus) to reduce discipline referrals and bullying incidents.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline referrals Decreased number of bullying incidents</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.4</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 3: Promote positive staff morale with a variety of incentives.</p> <p>Strategy's Expected Result/Impact: Improvement of staff morale based on staff surveys</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 4: Provide a safe learning environment through utilizing the PBIS model to establish and sustain genuine, respectful relationships between students, parents, and staff.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline referrals for the 2020-2021 school year</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |

| | | | | |
|---|------------------|------------|-------------|------------------|
| <p>Strategy 5: Provide staff development on working with students with behavior issues at least three times per year.</p> <p>Strategy's Expected Result/Impact: Decrease the number of discipline referrals for the 2020-2021 school year Increase percentage on staff survey with regards to discipline</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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


Performance Objective 1: Recruit and retain highly effective personnel.


Evaluation Data Sources: District hiring reports and staff development reports

Summative Evaluation: None

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|--|------------------|------------|-------------|------------------|
| Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: Hire 100% highly qualified teachers for the 2020-2021 school year Staff Responsible for Monitoring: Principal Assistant Principal | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff. Strategy's Expected Result/Impact: Hire 100% highly qualified teachers for the 2020-2021 school year Staff Responsible for Monitoring: Principal Assistant Principal | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| Strategy 3: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers. Strategy's Expected Result/Impact: Increased number of teacher retention Staff Responsible for Monitoring: Principal Assistant Principal | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| Strategy 4: Ensure low-income students and minority students are taught at higher rates than other student groups by experienced teachers. Strategy's Expected Result/Impact: Increase number of students being taught by experienced teachers Staff Responsible for Monitoring: Principal Assistant Principal | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| Strategy 5: Encourage teachers to become ESL certified and earn their 30 hours for GT. Strategy's Expected Result/Impact: Increased number of certifications per teacher for ESL Increased number of hours for GT Staff Responsible for Monitoring: Principal Assistant Principal | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| Strategy 6: Implement a mentor system for 1st , 2nd, and 3rd year teachers. Strategy's Expected Result/Impact: Increased number of retained teachers Staff Responsible for Monitoring: Principal Assistant Principal Lead Mentor Counselor | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |

 No Progress

 Accomplished

 Continue/Modify

 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 Sources: Parent/teacher surveys and activity sign in sheets

Summative Evaluation: None

| | | | | |
|---|------------------|------------|-------------|------------------|
| <p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 100% Document Distribution Required signatures obtained</p> <p>Staff Responsible for Monitoring: Principal Campus Student Success Specialist Teachers</p> <p>Title I Schoolwide Elements: 3.1</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in parent support and participation of student success</p> <p>Staff Responsible for Monitoring: Principal Campus Student Success Specialist Teachers</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Materials for parent training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$800, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A - \$4,000</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 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. Ensure the messages are translated into parents native languages as needed.</p> <p>Strategy's Expected Result/Impact: Increase in parent support and participation of student success Increase on parent survey in the area of communication</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Student Success Specialist</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |





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|---|------------------|------------|-------------|------------------|
| Strategy 4: Provide instructional field trips and classroom lessons inviting parent help and participation. Strategy's Expected Result/Impact: Increase in parent support and participation of student success Staff Responsible for Monitoring: Principal Teachers Campus Student Success Specialist | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| Strategy 5: Recruit active parent and teacher members for PTO. Strategy's Expected Result/Impact: Increase in parent support and participation of student success Increase in PTO membership Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Student Success Specialist | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| Strategy 6: Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners. Strategy's Expected Result/Impact: Increase in participation of community and organization members to support the needs of students Staff Responsible for Monitoring: Principal Assistant Principal Bayer Heritage Federal Credit Union Campus Student Success Specialist Counselor Title I Schoolwide Elements: 2.5 | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
|  No Progress  Accomplished  Continue/Modify  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

Evaluation Data Sources: Results from STAAR, CBAs, Benchmarks, and lab schedule

Summative Evaluation: None

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|--|------------------|------------|-------------|------------------|
| <p>Strategy 1: Integrate technology into all content areas by using available resources (such as: EduSmart, Imagine Learning, Reading Renaissance, Waterford, AR Scholastics, Education Galaxy, and SeeSaw) 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.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 2: Use technology in the classrooms to maximize learning including art and music.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
| <p>Strategy 3: Use GCTV to ensure that Deaf Education students can comprehend morning announcements each day by seeing announcements signed.</p> <p>Strategy's Expected Result/Impact: Increased understanding of morning announcements by students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Librarian Teachers</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Feb | June | June |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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 | Instructional Coaching by Campus Instructional Specialist | 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 | \$8,000.00 |
| Sub-Total | | | | | \$9,000.00 |
| Grand Total | | | | | \$149,800.00 |