

# **Goose Creek Consolidated Independent School District**

**Dr. Johnny T. Clark, Jr. Elementary**

**2021-2022 Campus Improvement Plan**



# 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!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The comprehensive needs assessment process was completed during May 2021 through the campus teams and instructional leadership team. The following was acknowledged and determined about Clark's demographics for the 2020-2021 school year.

- There has been an increase in African American students by 5.4% and a decrease in White students by 4.95% since the 2019-2020 school year.
- Clark's enrollment has increased from 721 in 2019-2020 to 733 in 2020-2021. Support systems to assist our students are CS3, CYS, counselor, ESL, Deaf-Ed, SILC, and Behavior Support.
- Special Education-identified students have increased in the 2020-2021 school year by 1.69% with a total of 108 students enrolled in Special Education. Some program successes are speech and occupational therapy, small group pull out, paraprofessionals utilization, and screening for dyslexia in Kindergarten.
- The amount of At-Risk students has declined by 6.78% since 2019-2020 school year.
- Retention rates in employees the 2020-2021 school year increased from 2019-2020 by 2.7%, but it was lower than the district rate by 4.4%.
- Professional development opportunities this school year were primarily virtual.
- Strengths of the most effective teachers are shared through PLC and team planning. Structures to ensure that teachers are implementing what they learned can be observed through T-Tess observations and goals.

### Demographics Strengths

- Campus Student Success Specialist
- Community Youth Services Worker
- Counselor
- Special Education Programs
- New teacher supports
- Mentoring
- Campus climate and culture

# Student Learning

## Student Learning Summary

The comprehensive needs assessment process was completed during May 2021 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

### 2020-2021 Math CBA/Benchmark Data

October Math	Approaches			Meets			Masters		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
1 <sup>st</sup> Math	93%	88%		88%	84%		77%	57%	
2 <sup>nd</sup> Math	62%	74%	68%	46%	57%	50%	32%	40%	27%
3 <sup>rd</sup> Math	59%	43%	70%	39%	28%	51%	22%	18%	31%
4 <sup>th</sup> Math	64%	48%		47%	34%		31%	19%	
5 <sup>th</sup> Math	42%	52%		16%	27%		9%	13%	

Nov/Dec CBA/BMK	Approaches			Meets			Masters		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
Kinder Math	93%	93%	N/A	84%	81%		72%	64%	
1 <sup>st</sup> Math	82%	54%	72%	65%	41%	60%	42%	7%	43%
2 <sup>nd</sup> Math	51%	58%	58%	40%	42%	42%	23%	30%	29%
3 <sup>rd</sup> Math	85%	72%	64%	44%	48%	41%	27%	24%	20%
4 <sup>th</sup> Math	68%	66%	60%	40%	34%	33%	24%	21%	21%
5 <sup>th</sup> Math	78%	65%	68%	44%	28%	38%	16%	8%	19%

Feb/Mar CBA/BMK	Approaches			Meets			Masters		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
1 <sup>st</sup> Math	82%	81%		77%	74%		42%	41%	
2 <sup>nd</sup> Math	67%	59%	62%	58%	38%	44%	43%	26%	26%
3 <sup>rd</sup> Math	66%	N/A	61%	34%	N/A	32%	13%	N/A	16%
4 <sup>th</sup> Math	65%	N/A	49%	33%	N/A	20%	14%	N/A	6%
5 <sup>th</sup> Math	84%	73%	41%	48%	39%	11%	20%	21%	7%

May CBA/STAAR	Approaches			Meets			Masters		
	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21
Kinder Math	99%	87%	78%	N/A	68%	62%	83%	50%	42%
1 <sup>st</sup> Math	81%	92%	74%	N/A	87%	63%	40%	49%	34%
2 <sup>nd</sup> Math	66%	66%		N/A	56%		28%	39%	
3 <sup>rd</sup> Math	76%	78%	76%	35%	44%	42%	13%	24%	19%
4 <sup>th</sup> Math	79%	69%	51%	48%	39%	26%	25%	20%	17%
5 <sup>th</sup> Math	90%	88%	74%	60%	56%	44%	37%	32%	21%

### ELA CBA/Benchmark Data

Oct/Nov CBA	Approaches			Meets			Masters		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
2 <sup>nd</sup> Reading									
3 <sup>rd</sup> Reading	50%	58%	37%	28%	36%	15%	13%	20%	6%
4 <sup>th</sup> Reading	61%	28%	N/A	47%	11%	N/A	22%	2%	N/A
5 <sup>th</sup> Reading	62%	36%	N/A	38%	16%	N/A	11%	4%	N/A

Nov/Dec CBA/BMK	Approaches			Meets			Masters		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
1 <sup>st</sup> Reading	94%	N/A	82%	90%	N/A	74%	72%	N/A	57%
2 <sup>nd</sup> Reading	74%	57%	71%	65%	46%	58%	39%	37%	44%
3 <sup>rd</sup> Reading	64%	66%	58%	34%	35%	26%	23%	18%	11%
4 <sup>th</sup> Reading	61%	67%	56%	34%	36%	15%	15%	16%	4%
5 <sup>th</sup> Reading	70%	66%	53%	50%	35%	8%	15%	18%	0%
4 <sup>th</sup> Writing	54%	36%	41%	32%	12%	8%	9%	2%	0%

Feb CBA/BMK	Approaches			Meets			Masters		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
3 <sup>rd</sup> Reading	76%	N/A	66%	39%	N/A	40%	27%	N/A	18%
4 <sup>th</sup> Reading	69%	N/A	64%	30%	N/A	23%	18%	N/A	3%
5 <sup>th</sup> Reading	79%	70%	63%	54%	43%	16%	23%	19%	2%
4 <sup>th</sup> Writing	56%	55%	63%	35%	26%	28%	15%	7%	3%

May CBA/STAAR	Approaches			Meets			Masters		
	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21
1 <sup>st</sup> Reading	81%	78%	47%		75%	36%	44%	49%	25%
2 <sup>nd</sup> Reading	66%	69%	67%		55%	51%	28%	25%	20%
3 <sup>rd</sup> Reading	80%	74%	77%	42%	48%	58%	18%	32%	24%
4 <sup>th</sup> Reading	76%	67%	56%	50%	35%	36%	23%	17%	18%
5 <sup>th</sup> Reading (3 Adm)	87%	90%	75%	53%	52%	50%	28%	26%	36%
4 <sup>th</sup> Writing	67%	57%	54%	34%	28%	25%	4%	5%	9%

### Science CBA/Benchmark Data

October CBA	Approaches			Meets			Masters		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
2 <sup>nd</sup> Science	74%	62%	72%	70%	53%	58%	49%	33%	21%
3 <sup>rd</sup> Science	71%	59%	64%	58%	47%	48%	26%	29%	22%
4 <sup>th</sup> Science	65%	48%	36%	46%	27%	17%	15%	10%	2%
5 <sup>th</sup> Science	63%	57%	42%	47%	44%	20%	20%	12%	10%

Nov/ Dec/ Jan CBA	Approaches			Meets			Masters		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
Kinder Science	96%	89%	69%	93%	80%	57%	71%	49%	24%
1 <sup>st</sup> Science	95%	88%	81%	87%	84%	71%	60%	55%	46%
2 <sup>nd</sup> Science	51%	74%	73%	40%	59%	52%	8%	35%	29%
3 <sup>rd</sup> Science	79%	69%	80%	62%	59%	72%	27%	34%	52%

<b>Nov/ Dec/ Jan CBA</b>	<b>Approaches</b>			<b>Meets</b>			<b>Masters</b>		
4 <sup>th</sup> Science	74%	49%	36%	59%	28%	23%	34%	7%	6%
5 <sup>th</sup> Science	60%	54%	54%	44%	29%	30%	12%	11%	10%

<b>February CBA/BMK</b>	<b>Approaches</b>			<b>Meets</b>			<b>Masters</b>		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
2 <sup>nd</sup> Science	68%	55%	66%	59%	48%	52%	23%	24%	25%
3 <sup>rd</sup> Science	81%	78%	76%	66%	69%	64%	37%	48%	44%
4 <sup>th</sup> Science	50%	42%	48%	36%	20%	17%	20%	6%	5%
5 <sup>th</sup> Science	75%	N/A	66%	32%	N/A	32%	7%	N/A	9%

<b>May CBA/STAAR</b>	<b>Approaches</b>			<b>Meets</b>			<b>Masters</b>		
	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21
Kinder Science	99%	89%	69%		82%	52%	81%	45%	18%
1 <sup>st</sup> Science	81%	77%	75%		65%	66%	44%	40%	26%
2 <sup>nd</sup> Science	66%	79%	N/A		65%	N/A	28%	42%	N/A
3 <sup>rd</sup> Science	83%	67%	80%		50%	66%	49%	25%	47%
4 <sup>th</sup> Science	66%	63%	54%		48%	26%	5%	15%	7%
5 <sup>th</sup> Science	82%	73%	71%	53%	53%	38%	20%	23%	20%

<b>STAAR Math</b>	<b>Approaches</b>			<b>Meets</b>			<b>Masters</b>		
	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21
3 <sup>rd</sup> Math	76%	78%	76%	35%	44%	42%	13%	24%	19%
4 <sup>th</sup> Math	79%	69%	51%	48%	39%	26%	25%	20%	17%
5 <sup>th</sup> Math (Adm)	90% (3)	88% (2)	74% (1)	60%	56%	44%	37%	32%	21%

<b>STAAR Reading</b>	<b>Approaches</b>			<b>Meets</b>			<b>Masters</b>		
	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21
3 <sup>rd</sup> Reading	80%	74%	77%	42%	48%	58%	18%	32%	24%
4 <sup>th</sup> Reading	76%	67%	56%	50%	35%	36%	23%	17%	18%



<b>STAAR Reading</b>	<b>Approaches</b>			<b>Meets</b>			<b>Masters</b>		
5 <sup>th</sup> Reading (Adm)	87% (3)	90% (2)	75% (1)	53%	52%	50%	28%	26%	36%
4 <sup>th</sup> Writing	67%	57%	54%	34%	28%	25%	4%	5%	9%

<b>STAAR Science</b>	<b>Approaches</b>			<b>Meets</b>			<b>Masters</b>		
	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21	2017-18	2018-19	2020-21
5 <sup>th</sup> Science	82%	73%	71%	53%	53%	38%	20%	23%	20%

### 2019-20/ 2020-21 Primary Screener Data

<b>Kindergarten Math</b>			
<b>On Grade Level</b>	<b>B.O.Y. 2020</b>	<b>E.O.Y. 2021</b>	
Johnny Clark Elementary	63.16%	68.63%	
Economic Disadvantage	51.79%	62.71%	
Black/AA	61.11%	60%	
Hispanic	62%	68.52%	
White	66.67%	76%	
LEP	100%	100%	
Special Ed Indicator	71.43%	50%	

<b>1<sup>st</sup> Grade Math</b>			
<b>On Grade Level</b>	<b>B.O.Y. 2020</b>	<b>E.O.Y. 2021</b>	
Johnny Clark Elementary	68.33%	54.17%	
Economic Disadvantage	61.97%	47.06%	
Black/AA	58.82%	56.25%	
Hispanic	71.70%	44.44%	
White	69.05%	64.29%	
LEP	72.73%	40%	

### 1<sup>st</sup> Grade Math

Special Ed Indicator	38.46%	27.78%	
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### 2nd Grade Math

On Grade Level	B.O.Y. 2020	M.O.Y. 2020	E.O.Y. 2021
Johnny Clark Elementary	64.55%	63.39%	61.06%
Economic Disadvantage	62.50%	47.46%	52.46%
Black/AA	36.36%	40%	50%
Hispanic	71.15%	52.83%	56.36%
White	64.29%	84.09%	71.43%
LEP	55.56%	30%	50%
Special Ed Indicator	25%	40%	20%

	3rd BOY- Reading 2020-21			3rd MOY- Reading 2020-21		
	Total Students	Below Grade Level	On Grade Level	Total Students	Below Grade Level	On Grade Level
Johnny T. Clark Elementary	89	43.82%	56.18%	90	34.44%	65.56%
Economic Disadvantage	52	51.92%	48.08%	52	42.31%	57.69%
Black/African American	12	50%	50%	12	41.67%	58.33%
Hispanic	46	52.17%	47.83%	47	42.55%	57.45%
White	26	26.92%	73.08%	26	15.38%	84.62%
LEP	7	85.71%	14.29%	7	42.86%	57.14%
Special Ed Indicator	16	62.50%	37.50%	14	50%	50%
	4th BOY- Reading 2020-21			4th MOY- Reading 2020-21		
	Total Students	Below Grade Level	On Grade Level	Total Students	Below Grade Level	On Grade Level
Johnny T. Clark Elementary	114	50%	50%	128	51.56%	48.44%
Economic Disadvantage	59	66.10%	33.90%	68	60.29%	39.71%
Black/African American	22	63.64%	36.36%	23	52.17%	47.83%

	3rd BOY- Reading 2020-21			3rd MOY- Reading 2020-21		
	Total Students	Below Grade Level	On Grade Level	Total Students	Below Grade Level	On Grade Level
Hispanic	58	50%	50%	64	56.25%	43.75%
White	28	42.86%	57.14%	34	41.18%	58.82%
LEP	6	66.67%	33.33%	7	85.71%	14.29%
Special Ed Indicator	14	78.57%	21.43%	17	76.47%	23.53%
	5th BOY- Reading 2020-21			5th MOY- Reading 2020-21		
	Total Students	Below Grade Level	On Grade Level	Total Students	Below Grade Level	On Grade Level
Johnny T. Clark Elementary	58	60.34%	39.66%	135	54.81%	45.19%
Economic Disadvantage	34	67.65%	32.35%	71	60.56%	39.44%
Black/African American	9	88.89%	11.11%	15	53.33%	46.67%
Hispanic	28	57.14%	42.86%	63	63.49%	36.51%
White	21	52.38%	47.62%	52	46.15%	53.85%
LEP	1	100%	0%	8	100%	0%
Special Ed Indicator	8	100%	0%	15	73.33%	26.67%

Using campus reports and information, completed a review, and summarized the findings for the campus are listed below.

- After analyzing several types of data, we have determined that our scores show a mixture of results, with writing showing growth and reading scores varying with each grade level. Math scores showing an overall decrease, and science scores showing a slight decrease.
- We have an abundance of strengths that will allow us to ensure that all students continue to fill the gaps in learning that resulted from the pandemic. These strengths include our PLCs, our 15-day planning process, our ALT instructional time, a reading interventionist, a CIS, and part-time tutors.
- Areas to address include phonics instruction (K-5), phonological awareness (PK-2), writing in all grade levels and content areas, science and math instruction in all grades.

### Student Learning Strengths

- Professional Learning Communities
- Weekly planning time
- 15-day plan model for long-term planning
- Intervention time built into schedule
- Guided reading built into schedule

- Highly qualified personnel in instructional positions
- Majority of teachers are ESL certified and have GATE hours
- Guiding Coalition team
- Title I Math/Science Campus Instructional Specialist
- Title I Student Success Specialist
- Part time tutor
- Annual identification of gifted and talented students
- Special education IEPs, inclusion, and resource
- 504 identification and services
- Technology programs such as Waterford, ST Math and Education Galaxy

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** An area of concern is the decrease in the percentage of students scoring at the approaches, meets, and masters level in math. While 3rd grade students scored higher this year, most grades saw a decrease at all levels of achievement. **Root Cause:** Scores for the 2019-2020 and 2020-2021 were significantly lower than for the two previous years due to a switch to virtual learning during the beginning of the COVID-19 pandemic and the adjustment to more technology-based lessons, practice, and assessment. Virtual instruction included more teacher demonstrations and fewer hands-on collaborative experiments.

**Problem Statement 2 (Prioritized):** Science scores on district assessments showed fewer students scoring at the approaches, meets, and masters level in all grades except third. **Root Cause:** Science tools and investigation were taught virtually during the first three weeks of school. Many activities that were designed to be hands-on experiences for students were teacher demonstrations this year.

# 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 determining how technology is used to support instruction and learning, it was evident that COVID played a huge role in the availability and use of technology. To support virtual learning for all students at the beginning of the year, providing devices on a “one to one” basis was vital. Although we have not achieved complete one to one issue of devices to students, we are close. The lack of one to one device is most often due to parents refusing them. Some positive attributes of SeeSaw are that teachers can use anything that has already been created. This access has helped with instruction of virtual students. Some of the technology mentioned was various apps for using manipulatives and graphing in math, Brain Pop, Education Galaxy, Stem Scopes, and Edusmart. Some teachers use IXL to look up TEKS to help with planning. It was noted that students are also using technology in the library to check out books. A weakness noted in using technology for instruction is the correlation of the curriculum. When using technology, teachers used what they could find versus what is used in the classroom and considered a district expectation. For example, resources for shared reading are online and could be shared virtually but not the resources for Interactive Read Aloud.
- Barriers that reduce the use of technology are the outdated laptops and insufficient WiFi network. Some students do not have their own device or do not come to school with their devices charged. It was noted that teachers would like to have some sort of administrative/teacher permission required for students to download apps.

### Curriculum, Instruction, and Assessment:

- PLCs are an area that continue to grow in effectiveness. Continuation of the 15 Day Challenge is viewed as a positive action plan. Teachers use the information from PLCs to plan differentiated lessons, decide on how to intervene or enrich groups, plan for small group instruction, ALT, and evaluate which TEKS need to be addressed. COVID protocols presented challenges for teachers when meeting for PLC. They liked the shared time at the beginning of PLC that they had last year to discuss students and planning as a team before breaking into subject area teams.
- Primary teachers track student progress using Guided Reading levels in data binders. Both students and parents are kept aware of progress. They also use Google grade book so that the team can see scores for all students. Intermediate teachers use both student and classroom data sheets. Students track their scores on CBAs, Formative assessments, and Benchmarks and make goals for improvement. These assessments are used to form groups for reteaching, ALT, warm-ups, and spiraling lessons.
- When progress is not met, teachers collaborate to see what they can do differently. They coach each other and share ideas that worked. They also regroup students so they can receive instruction from a different teacher (Pre-COVID).
- There is a clear consensus across all grade levels that the science department is amazing. Materials, instructional documents, warm-ups, tests, etc. are all clearly aligned with the TEKS and assessments.

This year is the 2<sup>nd</sup> year for the implementation and use of the new ELA curriculum. As a whole, ELA teachers do not feel the curriculum and scope and sequence align in a way that prepares students for their CBAs. This concern was also voiced last year by primary teachers. An example is that the

scope and sequence moves slowly- spending weeks on lessons that teach students how to choose “just right books” instead of focusing on skills or genre. Teachers would like to see lessons designed in literary and informational units. Teachers view the books that are part of the curriculum as a positive, but feel they have to supplement. In writing, primary teachers also noted that they spend several days discussing a mentor text and not enough days writing. Grammar is also an area that was discussed as a need for growth.

- Intermediate grades also voiced that they have to supplement the curriculum.
- Math teachers cited the district’s requirement to use Mission Math but do not believe it addresses the TEKS. They believe it is not aligned, has gaps, and is not appropriate for the grade level for which it is designed.
- Scaffolds and differentiation activities are created by teachers. Question stems are a campus focus but not included in the scope and sequences. Multigrade teachers would like the math scope and sequences to be better aligned so that the same skill is taught at the same time.

### **Academic Achievement:**

- Academic achievement is a major focus on campus. Teachers cite PLCs, the 15 Day Challenge, open meetings, guided reading level tracking meetings, and the dyslexia screener for Kinder and 1<sup>st</sup> grades as examples. Data from these meetings drives ALT which gives teachers time to focus on a particular intervention. Clark regularly monitor growth and keeps track of data meetings using a calendar system to ensure all parties know when grade level, subject matter data will be discussed. The buffer days included in the 15 Day Challenge enable teachers to adjust mid-course when needed.
- An area in need of growth is RtI. There is a time line and clear process for dyslexia referrals, but not for RtI and referrals for SPED. Teachers feel the RtI process has been inconsistent over the years and that we need a set campus procedure for RtI/ESPED. Teachers asked for ESPED training.

### **School Processes & Programs Strengths**

- Technology and support of the technology department
- GC TV being used for morning announcements especially as a benefit to our deaf education children
- PLC Processes
- 15 Day Challenge
- Opportunities to grow leadership skills
- Curriculum materials especially in the area of Science
- Use of open-ended questions

# Perceptions

## Perceptions Summary

The comprehensive needs assessment process was completed during May 2021 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined after reviewing staff, family, and student surveys to gather information and analyze our section.

- We have strong family and community involvement.
- We have members of the community and parents that serve on our Instructional Leadership Team.
- We have a great PTO and parent volunteers.
- Our students and families feel like the school is a safe place, and they feel welcome.
- The campus is a nurturing and accepting environment.
- Students report staff members show respect and they feel teachers want them to do well in school.

The committee did recognize two areas of concern. They were identified as student respect (mainly for each other) and parent-teacher communication.

## Perceptions Strengths

- Staff members know their roles and responsibilities
- Parents and students feel that students are safe on campus
- Staff treats others with respect
- Students feel like staff wants them to do well
- Good campus wide communication with families
- Community and Family Involvement is a strength

# Priority Problem Statements

**Problem Statement 1:** Science scores on district assessments showed fewer students scoring at the approaches, meets, and masters level in all grades except third.

**Root Cause 1:** Science tools and investigation were taught virtually during the first three weeks of school. Many activities that were designed to be hands-on experiences for students were teacher demonstrations this year.

**Problem Statement 1 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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, gender, etc.

- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Equity data
- TTESS data
- T-PESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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 Science: K-5.)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers Campus Instructional Specialist Intervention Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Administrators, campus-instructional specialist, interventionist, and teachers facilitate collaborative learning time (Professional Learning Communities planning sessions) to target specific Texas Essential Knowledge and Skills (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 K-5th for reading and math and 5th grade for science.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers Campus Instructional Specialist Intervention Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Instructional Coaching by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I Part A - \$70,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide coaching support and resources for classroom teachers, especially teachers new to the profession, grade level, or content area.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data Improved teacher performance on walkthroughs and observations</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Campus Instructional Specialist Intervention Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Chart all K-5 students' Campus Based Assessments and Benchmarks to track progress and make adjustments as needed to instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Campus Instructional Specialist Intervention Teacher Campus Student Success Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased skill set for content teachers as observed through focused walkthroughs and coaching visits Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Campus Instructional Specialist Intervention Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Students will write across the curriculum while being expected to follow grade level expectations of the grammar rules, sentence structure, and spelling. Students will respond to open ended questions and use text evidence or justification for their answers in all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Campus Instructional Specialist Intervention Teacher Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Science labs will be utilized regularly by all science teachers in K-5. First and second grade will complete one lab every three weeks and third through fifth will complete one lab every two weeks that include all the elements of the scientific method including stressing key science content vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers Campus Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Require students to answer questions in complete sentences and to write in complete sentences in all academic settings with and without the use of sentence stems.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Campus Instructional Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Phonemic awareness skills will be directly taught in kindergarten through second grade with fidelity. A campus check-off list will be utilized to track needed phonemic awareness skills for grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Universal Screener scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrators Intervention Teacher Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Utilize Accelerated Reader to monitor students' comprehension and reading levels in grades first through fifth. Starting with the 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><b>Strategy's Expected Result/Impact:</b> Increased number of students reaching 100 points or more by end of 2021-2022 school year Increased number of nonfiction books read by students Improved student achievement based on CBA, Benchmark, STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Intervention Teacher Teachers Librarian</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Provide opportunities for teacher/peer observations and feedback to improve teacher knowledge and skills especially in areas of writing across the curriculum, reading, math, and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased skill set for content teachers as observed through focus walkthroughs and coaching visits Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Campus Instructional Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement the English as a Second Language (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 and writing in all content areas.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth by one year as indicated on TELPAS Composite score</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Campus Instructional Specialist Intervention Teacher Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$200</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement the Special Education program so that all Special Education students are taught in the least restrictive environment to improve learning outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth by one year as indicated on Student Growth Composite</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Special Ed. Funds - \$450</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide ESPED training for all teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional support and student achievement by our SPED population</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers Campus Internationalist Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement higher order thinking skills so all Gifted and Talented students are taught at their highest potential through accelerated instruction and achieve Master Level performance on district testing and/or STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentages on STAAR in Master performance Improved student achievement based on CBA, Benchmark, STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$350</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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 areas of writing and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers Campus Instructional Specialist Intervention Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>



Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR data, TELPAS data Improved teacher performance as seen in walkthroughs and observations</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers Campus Instructional Specialist Intervention Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Chart all K-2 students, struggling 3-5 students, and all SPED students' reading levels to track progress and make adjustments as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement with a years growth on guided reading level</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers Intervention Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use Professional Learning Communities to ensure teachers understand and implement the Texas Essential Knowledge of Skills and the action items with a focus on White, African American, Special Education, Limited English Proficiency, and Economically Disadvantaged subgroups. The 15 Day Challenge plan will be utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers Campus Instructional Specialist Intervention Teacher Campus Student Success Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct nine week Response to Intervention (RtI) meetings to ensure that the process runs effectively and efficiently and that student needs and interventions are met in a timely manner. Updated RtI training will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Counselor Teachers Campus Instructional Specialist Campus Student Support Specialist Intervention Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers Campus Instructional Specialist Intervention Teacher Campus Student Success Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Intervention Tutorial costs-tutor payroll - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Decreased office referrals for the 2021-2022 school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Counselor Campus Student Success Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





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

**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a school-wide reward and incentive program for positive student behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of discipline referrals for the 2021-2022 school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers Counselor Campus Student Success Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Promote positive staff morale with a variety of incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of staff morale based on staff surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create a respect committee and campus plan to foster a climate and culture of respect. Respect lessons will be directly taught each nine weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement on respect questions on student, parent, and staff survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Counselor Campus Student Success Specialist Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide a safe learning environment through utilizing the Positive Behavior Interventions and Supports (PBIS) model to establish and sustain genuine, respectful relationships between students, parents, and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of discipline referrals for the 2021-2022 school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers Counselor Campus Student Success Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.  <b>Strategy's Expected Result/Impact:</b> Hire 100% highly qualified teachers for the 2021-2022 school year  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Student Support Administrator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Assure all assignments and re-assignments are filled with highly effective staff.  <b>Strategy's Expected Result/Impact:</b> Hire 100% highly qualified teachers for the 2021-2022 school year  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Student Support Administrator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.  <b>Strategy's Expected Result/Impact:</b> Increased teacher retention  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Student Support Administrator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Ensure low-income students and minority students are taught at higher rates than other student groups by experienced teachers.  <b>Strategy's Expected Result/Impact:</b> Increase number of students being taught by experienced teachers  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Student Support Administrator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Encourage teachers to become English as a Second Language (ESL) certified and earn their 30 hours for Gifted and Talented (GT) education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of certifications per teacher for ESL Increased number of hours for GT</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Implement a mentor system for 1st , 2nd, and 3rd year teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of retained teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Counselor Lead Mentor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 100% Document Distribution Required signatures obtained</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Student Success Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Student Success Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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. Each nine weeks, academic information about current teaching topics will be included in the newsletter and website.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent participation Increase on parent survey in the area of communication</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Campus Student Success Specialist Teachers Librarian</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will schedule a parent conference with each parent by February 2022 and share the student's eduphoria report. In addition, teachers will schedule a conference with each student failing a grading period within two weeks of the report card going home.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of students failing each nine weeks</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Campus Student Success Specialist Counselor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Recruit active parent and teacher members for our Parent Teacher Organization (PTO).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent participation Increase in PTO membership</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers Campus Student Success Specialist</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in participation of community and organization members to support the needs of students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Campus Student Success Specialist Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Integrate technology into all content areas by using available resources (such as: EduSmart, Imagine Learning, Reading Renaissance, Waterford, AR Scholastic, Education Galaxy, and SeeSaw) in order to enhance the curriculum and reduce the achievement gap for at-risk students with assistance from district-provided staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use technology in the classrooms to maximize learning including art and music.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on CBA, Benchmark, STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use GCTV to ensure that Deaf Education students can comprehend morning announcements each day by seeing announcements signed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased understanding of morning announcements by students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Student Support Administrator Teachers Librarian</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 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
<b>Sub-Total</b>					<b>\$1,000.00</b>
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
<b>Sub-Total</b>					<b>\$139,800.00</b>
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	2	Supplemental instructional materials	Special Ed. Funds	\$450.00
2	1	4	Supplemental instructional materials	GT Funds	\$350.00
3	1	4	Intervention Tutorial costs-tutor payroll	SCE Funds	\$8,000.00
<b>Sub-Total</b>					<b>\$9,000.00</b>
<b>Grand Total</b>					<b>\$149,800.00</b>