

Goose Creek Consolidated Independent School District

Dr. Johnny T. Clark, Jr. Elementary

2022-2023 Campus Improvement Plan



Public Presentation Date: November 3, 2022

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 April and May 2022 through the campus teams and campus Instructional Leadership Team. The following was acknowledged and determined:

Clark's enrollment increased from 751 in 2020-2021 to 785 in 2021-2022. Clark had 404 females and 281 males enrolled for the 2021-2022 school year. Support personnel are in place to support students and families like our campus Student Success Specialist, Community Youth Service liaison, and Counselor. Programs that are at Clark are ESL, SILC, FOCUS, Behavior, and Deaf Education. In 2022-2023, we will lose the Deaf Education program but gain two sections of Life Skills. Clark's largest ethnicity was our Hispanic/Latino students with 376 children enrolled. This is a decrease of 2.65% from last year's enrollment. Our Black/African American population increased by 3.28% over the previous year. Our at risk population made up 38% of our campus students. Special education students rose from 108 children to 145 students this school year which is 18% of our total population. We note speech, occupational therapy, inclusion, and resource along with early dyslexia screening as successes at Clark. Clark had an increase in Reading scores overall for Meets and Masters from the previous year. However, a decreasing percentage was seen in math in all grade and areas. Attendance for the 2021-2022 school year was 94.26% which was down from 95.23% the previous year. This was the lowest percentage rating for the last five years. Interventions used to promote high attendance were class incentives, office personnel calling parents daily when students are not at school, Saturday Attendance Recovery opportunities, and a variety of school incentives.

Demographics Strengths

- Student Success Administrator
- Campus Student Success Specialist
- Community Youth Services Worker
- Counselor
- Special Education Programs
- Attendance promotion and daily calls from office
- Tutorials/ALT with retired educators
- Addition of Student Support Administrator

Student Learning

Student Learning Summary

The comprehensive needs assessment process was completed during April and May 2022 through campus teams and the campus Instructional Leadership Team. The following was acknowledged and determined:

Third Grade

	3rd Grade Math BMK Dec. 2021					
	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL
Johnny T. Clark Elementary	115	18	57.83%	63.48%	22.61%	6.09%
Economic Disadvantage	61	17	54.11%	55.74%	13.11%	3.28%
Asian	1	18	58%	100%	0%	0%
Black/African American	13	15	49.38%	46.15%	15.38%	7.69%
Hispanic	57	17	55.79%	63.16%	14.04%	0%
Two or More Races	5	16	51.60%	40%	20%	20%
White	39	20	64.41%	71.79%	38.46%	12.82%
Currently Emergent Bilingual	9	17	53.44%	77.78%	0%	0%
Second Year of Monitoring	2	18	56.50%	50%	0%	0%
Special Ed Indicator	18	12	38.78%	27.78%	5.56%	0%

	3rd Grade Math BMK Mar. 2022					
	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL
Johnny T. Clark Elementary	115	17	52.98%	55.65%	19.13%	8.70%
Economic Disadvantage	62	15	48.24%	51.61%	11.29%	3.23%
Asian	1	20	63%	100%	0%	0%
Black/African American	12	14	43.50%	33.33%	8.33%	0%
Hispanic	57	17	51.77%	56.14%	14.04%	3.51%
Two or More Races	5	13	40%	40%	20%	20%
White	40	19	58.93%	62.50%	30%	17.50%
Currently Emergent Bilingual	8	14	44.25%	37.50%	0%	0%
Second Year of Monitoring	2	22	67%	100%	50%	0%
Special Ed Indicator	17	11	34.53%	17.65%	0%	0%

	3rd Grade ELA-Reading BMK December 2021					
	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL
Johnny T. Clark Elementary	115	21	60.80%	67.83%	36.52%	16.52%
Economic Disadvantage	61	19	56.49%	62.30%	26.23%	13.11%
Asian	1	17	50%	0%	0%	0%
Black/African American	13	18	51.77%	46.15%	30.77%	15.38%
Hispanic	57	21	60.33%	68.42%	35.09%	15.79%
Two or More Races	5	19	55.80%	40%	20%	20%
White	39	22	65.41%	79.49%	43.59%	17.95%
Currently Emergent Bilingual	9	17	48.67%	33.33%	22.22%	11.11%
Second Year of Monitoring	2	29	83.50%	100%	100%	50%
Special Ed Indicator	18	16	46.89%	44.44%	22.22%	5.56%

	3rd Grade ELA Reading BMK March 2022					
	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL
Johnny T. Clark Elementary	115	20	57.85%	60.87%	31.30%	13.04%
Economic Disadvantage	62	18	53.37%	51.61%	22.58%	9.68%
Asian	1	18	53%	100%	0%	0%
Black/African American	13	18	52.08%	53.85%	23.08%	7.69%
Hispanic	57	19	56.63%	54.39%	28.07%	14.04%
Two or More Races	5	18	53.20%	40%	40%	20%
White	39	21	62.28%	74.36%	38.46%	12.82%
Currently Emergent Bilingual	8	15	44.75%	37.50%	12.50%	0%
Second Year of Monitoring	2	24	69%	50%	50%	50%
Special Ed Indicator	17	14	41.59%	29.41%	5.88%	0%

Fourth Grade

	4th Grade Math BMK Dec. 2021					
	Total Students	Raw Score	Percent Score	Approaches	Meets GL	Masters GL
Johnny T. Clark Elementary	90	20	59.83%	65.56%	36.67%	24.44%
Economic Disadvantage	55	20	57.49%	65.45%	30.91%	18.18%
American Indian/Alaskan Native	1	3	9%	0%	0%	0%
Asian	2	27	79.50%	100%	50%	50%
Black/African American	15	20	58.67%	73.33%	33.33%	6.67%
Hispanic	42	19	56.69%	61.90%	28.57%	19.05%
Two or More Races	2	28	82.50%	100%	100%	50%
White	28	22	63.96%	64.29%	46.43%	39.29%

Currently Emergent Bilingual	5	19	55.80%	60%	20%	20%
Second Year of Monitoring	1	30	88%	100%	100%	100%
Third Year of Monitoring	4	23	67.75%	75%	25%	25%
Special Ed Indicator	16	14	41.56%	31.25%	12.50%	12.50%

	4th Grade Math BMK March 2022					
	Total Student	Raw Score	Percent Score	Approaches	Meets GL	Masters GL
Johnny T. Clark Elementary	97	18	53.16%	54.64%	28.87%	11.34%
Economic Disadvantage	62	17	50.81%	54.84%	25.81%	3.23%
American Indian/Alaskan Native	1	9	26%	0%	0%	0%
Asian	2	29	85%	100%	100%	50%
Black/African American	19	16	47.05%	52.63%	15.79%	5.26%
Hispanic	43	18	52.23%	53.49%	25.58%	11.63%
Two or More Races	2	27	77.50%	100%	100%	0%
White	30	19	55.53%	53.33%	33.33%	13.33%
Currently Emergent Bilingual	5	17	49.40%	60%	20%	0%
Second Year of Monitoring	1	27	79%	100%	100%	0%
Third Year of Monitoring	4	23	68.50%	75%	25%	25%
Special Ed Indicator	17	13	37.59%	23.53%	11.76%	11.76%

	4th Grade ELA - Reading Benchmark December 2021					
	Total Student	Raw Score	Percent Score	Approaches	Meets GL	Masters GL
Johnny T. Clark Elementary	90	22	62.42%	66.67%	36.67%	12.22%
Economic Disadvantage	55	22	61.35%	65.45%	29.09%	9.09%
American Indian/Alaskan Native	1	5	14%	0%	0%	0%
Asian	2	26	72%	100%	0%	0%
Black/African American	15	23	64.53%	73.33%	40%	6.67%
Hispanic	42	22	60.71%	61.90%	33.33%	14.29%
Two or More Races	2	32	87.50%	100%	100%	50%
White	28	23	63.11%	67.86%	39.29%	10.71%
Currently Emergent Bilingual	5	20	56.20%	40%	40%	20%
Second Year of Monitoring	1	30	83%	100%	100%	0%
Third Year of Monitoring	4	28	76.50%	100%	75%	25%
Special Ed Indicator	16	17	48.31%	31.25%	18.75%	6.25%

	4th Grade ELA - Reading Benchmark March 2022					
	Total Students	Raw Score	Percent Score	Approaches	Meets GL	Masters GL
Johnny T. Clark Elementary	97	22	61.35%	64.95%	36.08%	16.49%
Economic Disadvantage	62	22	60.27%	61.29%	30.65%	16.13%
American Indian/Alaskan Native	1	11	31%	0%	0%	0%
Asian	2	22	61.50%	100%	0%	0%
Black/African American	19	21	59.05%	63.16%	15.79%	5.26%
Hispanic	43	21	58.77%	62.79%	34.88%	13.95%
Two or More Races	2	31	85%	100%	100%	50%
White	30	24	65.93%	66.67%	50%	26.67%
Currently Emergent Bilingual	5	20	56.80%	60%	20%	20%
Second Year of Monitoring	1	31	86%	100%	100%	100%
Third Year of Monitoring	4	27	75%	100%	50%	25%
Special Ed Indicator	17	16	45.82%	29.41%	17.65%	11.76%

Fifth Grade

	5th Grade Math BMK Dec. 2021					
	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL
Johnny T. Clark Elementary	127	22	62.08%	70.08%	46.46%	25.98%
Economic Disadvantage	75	20	55.91%	57.33%	37.33%	16%
Asian	2	26	70.50%	100%	50%	50%
Black/African American	22	18	50.91%	54.55%	27.27%	0%
Hispanic	66	23	63.11%	69.70%	48.48%	30.30%
Two or More Races	5	25	68.40%	80%	80%	20%
White	32	24	66.13%	78.12%	50%	34.38%
Currently Emergent Bilingual	6	19	51.50%	50%	16.67%	16.67%
First Year of Monitoring	1	33	92%	100%	100%	100%
Fourth Year of Monitoring	1	13	36%	0%	0%	0%
Second Year of Monitoring	6	29	81.33%	100%	66.67%	50%
Special Ed Indicator	19	16	43.05%	42.11%	10.53%	5.26%

	5th Grade Math BMK Mar. 2022					
	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL
Johnny T. Clark Elementary	131	20	55.79%	60.31%	34.35%	19.85%
Economic Disadvantage	79	18	51.01%	51.90%	25.32%	11.39%

Economic Disadvantage	2	30	82%	100%	50%	50%
Asian	2	30	82%	100%	50%	50%
Black/African American	24	15	40.83%	33.33%	12.50%	4.17%
Hispanic	66	20	55.91%	56.06%	36.36%	21.21%
Two or More Races	5	23	64.80%	80%	60%	40%
White	34	23	63.24%	82.35%	41.18%	23.53%
Currently Emergent Bilingual	6	18	50.17%	50%	16.67%	16.67%
First Year of Monitoring	1	29	81%	100%	100%	0%
Fourth Year of Monitoring	1	7	19%	0%	0%	0%
Second Year of Monitoring	6	28	77.83%	83.33%	50%	50%
Special Ed Indicator	25	15	41.24%	40%	8%	4%

	5th Grade ELA - Reading Benchmark December 2021					
	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL
Johnny T. Clark Elementary	128	23	60.09%	61.72%	28.12%	20.31%
Economic Disadvantage	76	21	55.38%	53.95%	17.11%	13.16%
Asian	2	24	63%	50%	50%	50%
Black/African American	22	22	57.05%	68.18%	18.18%	9.09%
Hispanic	67	22	58.40%	56.72%	26.87%	22.39%
Two or More Races	5	27	70.20%	80%	60%	40%
White	32	24	63.94%	65.62%	31.25%	18.75%
Currently Emergent Bilingual	6	17	44.67%	16.67%	0%	0%
First Year of Monitoring	1	32	84%	100%	100%	100%
Fourth Year of Monitoring	1	21	55%	100%	0%	0%
Second Year of Monitoring	6	26	67%	83.33%	33.33%	33.33%
Special Ed Indicator	20	16	42.10%	25%	10%	5%

	5th Grade ELA - Reading Benchmark March 2022					
	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL
Johnny T. Clark Elementary	131	22	58.94%	61.07%	30.53%	11.45%
Economic Disadvantage	79	20	53.86%	49.37%	20.25%	6.33%
Asian	2	25	66%	50%	50%	0%
Black/African American	25	19	50.68%	44%	12%	4%
Hispanic	66	22	57.98%	57.58%	31.82%	12.12%
Two or More Races	5	24	64.40%	80%	40%	20%
White	33	25	65.85%	78.79%	39.39%	15.15%
Currently Emergent Bilingual	6	18	47.33%	16.67%	0%	0%
First Year of Monitoring	1	34	89%	100%	100%	100%
Fourth Year of Monitoring	1	13	34%	0%	0%	0%
Second Year of Monitoring	6	26	68.67%	66.67%	33.33%	33.33%

Special Ed Indicator	25	17	44.56%	36%	12%	4%
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	Benchmark Science 5th Grade 2022					
	Total Students	Raw Score	Percent Score	Approaches GL	Meets GL	Masters GL
Johnny T. Clark Elementary	132	22	62.24%	57.58%	31.82%	12.88%
Economic Disadvantage	80	21	56.98%	45%	21.25%	8.75%
Asian	2	25	68%	50%	50%	50%
Black/African American	24	20	55.88%	37.50%	20.83%	4.17%
Hispanic	67	22	60.07%	55.22%	26.87%	10.45%
Two or More Races	5	23	63.40%	60%	40%	20%
White	34	25	70.50%	76.47%	47.06%	20.59%
Currently Emergent Bilingual	6	17	47.50%	16.67%	0%	0%
First Year of Monitoring	1	26	72%	100%	0%	0%
Fourth Year of Monitoring	1	12	33%	0%	0%	0%
Second Year of Monitoring	6	26	71.33%	66.67%	66.67%	33.33%
Special Ed Indicator	25	19	51.56%	36%	12%	8%

	School Year	State	Region 04	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	68%	65%	56%	57%	-	-	-	54%	39%	42%	37%	39%	46%	67%	46%	83%
	2019	78%	78%	75%	69%	69%	*	-	-	53%	60%	50%		56%		57%		
At Meets Grade Level or Above	2021	41%	43%	38%	24%	27%	-	-	-	22%	13%	14%	13%	13%	17%	41%	18%	54%
	2019	50%	51%	45%	32%	33%	*	-	-	19%	22%	17%		24%		22%		
At Masters Grade Level	2021	18%	20%	16%	9%	10%	-	-	-	7%	4%	4%	3%	3%	7%	17%	6%	23%
	2019	24%	25%	19%	14%	14%	*	-	-	6%	9%	4%		8%		8%		
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	69%	63%	57%	58%	-	-	-	55%	32%	37%	27%	33%	45%	65%	42%	83%
	2019	75%	75%	71%	68%	68%	*	-	-	43%	59%	35%		50%		49%		

At Meets Grade Level or Above	2021	43%	46%	38%	20%	28%	-	-	-	23%	9%	9%	9%	10%	17%	41%	10%	34%	
	2019	48%	49%	40%	28%	28%	*	-	-		12%	18%	10%		22%		16%		
At Masters Grade Level	2021	18%	20%	13%	9%	10%	-	-	-	6%	2%	2%	1%	2%	7%	14%	5%	21%	
	2019	21%	22%	15%	12%	12%	*	-	-		3%	6%	2%		5%		5%		
All Grades Mathematics																			
At Approaches Grade Level or Above	2021	66%	66%	67%	60%	60%	-	-	-	60%	50%	51%	50%	50%	54%	67%	55%	86%	
	2019	82%	82%	80%	75%	75%	-	-	-		67%	68%	66%		66%		69%		
At Meets Grade Level or Above	2021	37%	39%	38%	27%	28%	-	-	-	27%	18%	19%	18%	18%	21%	38%	22%	59%	
	2019	52%	53%	49%	42%	42%	-	-	-		27%	27%	28%		29%		31%		
At Masters Grade Level	2021	18%	19%	17%	12%	12%	-	-	-	10%	6%	7%	6%	4%	9%	17%	9%	30%	
	2019	26%	28%	23%	20%	20%	-	-	-		10%	12%	8%		12%		13%		
All Grades Writing																			
At Approaches Grade Level or Above	2021	58%	59%	53%	40%	38%	-	-	-	40%	24%	21%	20%	29%	38%	54%	33%	78%	
	2019	68%	69%	64%	55%	55%	-	-	-		38%	45%	30%		44%		43%		
At Meets Grade Level or Above	2021	30%	31%	24%	12%	15%	-	-	-	10%	7%	9%	8%	5%	13%	25%	10%	40%	
	2019	38%	39%	32%	17%	17%	-	-	-		9%	12%	7%		10%		11%		
At Masters Grade Level	2021	9%	9%	6%	2%	3%	-	-	-	2%	1%	2%	1%	0%	2%	6%	2%	8%	
	2019	14%	15%	10%	4%	4%	-	-	-		1%	2%	1%		2%		2%		
All Grades Science																			
At Approaches Grade Level or Above	2021	71%	71%	73%	57%	64%	-	-	-	52%	46%	53%	47%	35%	47%	75%	50%	88%	
	2019	81%	82%	81%	64%	64%	-	-	-		64%	60%	66%		57%		64%		
At Meets Grade Level or Above	2021	44%	45%	45%	24%	32%	-	-	-	19%	16%	20%	16%	12%	8%	48%	18%	60%	
	2019	54%	55%	54%	29%	29%	-	-	-		24%	32%	21%		27%		25%		
At Masters Grade Level	2021	20%	22%	20%	6%	10%	-	-	-	3%	4%	5%	4%	4%	3%	23%	5%	25%	
	2019	25%	27%	23%	11%	11%	-	-	-		7%	14%	5%		7%		8%		

After analyzing various types of data, we came to the conclusion math scores are decreasing across all grade levels. This is shown at the Approaches, Meets, and Masters levels on STAAR. Additionally, science is showing a decrease for learners reaching the Approaches level and is dropping at fifth grade where science is tested. Growth is occurring in reading at all levels. However, starting with the 2022-2023 school year writing will be included at third, fourth, and fifth grade on the STAAR test, and the campus needs to continue to prepare for this transition.

Student Learning Strengths

- Professional Learning Communities

- Weekly planning time
- 15-day plan model for long-term planning
- Close monitoring of STAAR domain data especially in Domain II (growth)
- Guided Reading and monthly monitoring of student reading levels
- Focus on teachers becoming ESL certified and gaining their 30 GATE hours
- Title 1 Math/Science Campus Instructional Specialist
- Title 1 Student Success Specialist
- Retired teacher tutors
- Special education IEPs, inclusion, and resource
- Special education and 504 identification and services
- Increased technology usage

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): An area of concern is the decrease in percentages of learners reaching approaches, meets, and masters in Math for grades 3-5. **Root Cause:** From 2019-2021 Texas Academic Progress Report (TAPR) and STAAR data shows a gradual decline due to the transition of technology-integrated lessons, assessments, and the limited utilization of concrete manipulatives.

Problem Statement 2 (Prioritized): An area of concern is the decrease in percentages of students scoring at the approaches, meets, and masters performance levels on the 5th Grade Science STAAR test. **Root Cause:** From 2019-2021 Texas Academic Progress Report (TAPR) and STAAR data shows a gradual decline due to a lack of hands-on science experiences that reinforce science inquiry and exposure to various stimuli (tables, charts, graphs, labs, etc).

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed during the month of April and May 2022 through campus teams as well as the campus Instructional Leadership Team. The following processes and programs were discussed:

Technology:

Due to GCCISD offering iPads to every student, Clark is a one-to-one campus. Since COVID restrictions were lifted, student use of technology has shifted from a virtual support of instruction to classroom lessons and extending student learning within classrooms. Students use technology for learning such as Brainpop Jr., Seesaw, Google Classroom, GetEpic, Education Galaxy, ST Math, and Pebble Go. Available apps teachers have to engage students and their knowledge include Piccollage and Kahoot along with others. STAAR going on-line had a pivotal shift on how technology is utilized in the classroom. Since all students test online, teachers have implemented technology as a key resource to prepare students by administering daily assignments and assessments online.

Barriers regarding technology include WiFi disruptions, students not bringing iPads to school daily or not fully charged. In order to maximize instructional time, teachers would like to have greater control with apps that are downloaded, substitute access to Edusmart, and consequences for students who do not bring their ipad to school or not fully charging it. Another concern regarding technology, is how it affects students' social skills. The campus feels there needs to be a balance between iPad use versus tangible materials such as games, books, and projects. In addition, it is our recommendation that "free time" on the ipad not be used so the students see the ipad as an educational tool to help lead to academic success.

Curriculum, Instruction, and Assessment:

PLCs are paramount for student achievement. Teachers use this time to create a 15-Day Challenge plan, analyze data, and to create groups for reteach or extension. This includes preparing for planning (including discussion of TEKS), differentiation, ALT groups, small group instruction (enrichment & intervention needs), and how to evaluate students. Teachers value PLC times and believe it would be beneficial if all teachers (including Focus & Behavior teachers) could attend; however, the schedule may need to be altered to accommodate teachers responsible for more than one grade level.

Primary teachers track student progress using Guided Reading levels in data binders. Parents are routinely updated with their student's growth. They also use Google grade book so the team, administration, and Reading Interventionist can see scores for all students. Intermediate teachers use both student and classroom data sheets. Students track and graph their scores on CBAs, Formative assessments, and Benchmarks and create goals for improvement. These assessments are used to form groups for reteaching, ALT, warm-ups, and spiraling lessons. Teachers also have student and parent conferences based on these results.

When progress is not met, teachers collaborate and create a plan for each student. They coach each other by sharing ideas and regroup students for reteach or extensions based upon data. Conferences between teachers, students, and parents support student learning and growth.

The Science department continues to excel with a curriculum (materials, instructional documents, warm-ups, tests) that is clearly aligned with the TEKS and assessments.

This year is the third year for the implementation and use of the new ELA curriculum. Overall, teachers feel confident with it. Intermediate teachers expressed concerns about the limited number of STAAR resources available and would like to increase the materials that they have for STAAR preparation. The ELA department has provided classroom sets of books that remain in the classroom and STAAR prep materials in the form of argumentative texts to be checked out from the Reading Interventionist.

Math teachers discussed implementing Guided Math to increase students' understanding and to close gaps in student learning. One problem they see is a disconnect between calculation and word problems – real life connections to what students are learning and its importance. Teachers would see small groups of students for instruction while students were working in Math Stations to build fluency or on project-based learning activities. This would require Guided Math training from the district and/or campus level. Utilizing the lesson cycle would provide the “hook” for student engagement while supporting independent work. Teachers stressed the need for scaffolding: “I do, we do, you do.”

We explored the idea of adopting a growth mindset across the campus. Although PLCs, weekly planning, RTI/data meetings provide the process for student success; there appears to be a lack of urgency about the process. Math, ELA, and Science teachers spoke extensively how COVID has changed students' social skills, learning, and independence. A growth mindset and adhering to the lesson cycle could be solutions to the problem. In addition, having training for aides in the Focus, SILC, Lifeskills, and behavior classes about how to help with their assigned students on creating a growth mindset would be beneficial.

School Processes & Programs Strengths

Campus Strengths:

- Technology and support of the technology department
- GC TV being used for morning announcements
- PLC Processes
- 15 Day Challenge
- Curriculum materials especially in the area of Science
- Data collection and analysis (Domain Tracker and Guided Reading Monthly Tracking)
- Campus Staff Developments

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed April and May 2022 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:

Family and community involvement is strong at Clark. Once the COVID restrictions were lifted, we saw an increase in families returning to the school to help and volunteer. Both community members and parents serve on our Instructional Leadership Team (ILT). Campus communication is seen as a strong area at Clark. Parents like the weekly newsletter and frequent text reminders that are sent out. Parents would like more consistent communication from the classrooms. We need to look at options to make sure parent communication from teachers and grade levels are more streamlined and clearer this upcoming year. Bullying was also a concern identified in the student and family surveys. More education about the definition of bullying and reporting needs to be shared with the school community. Kindness and empathy need to become more of an ongoing focus for our school. There seems to be a decline in the lack of respect from students, parents, and other staff members. More options for discipline need to be explored, so teachers can have a wider range of consequences to implement. A schoolwide behavior flowchart needs to be created for consistent consequences from all involved in the school. The PBIS program was a success this school year. The students especially liked shopping at the PBIS store with the Buckaroo Bucks. The committee would like to continue to expand the Buckaroo Bucks program and add activity awards that the students can earn. Lastly, the community and students survey reflected that Clark has created a welcoming environment for all stakeholders. In addition, everyone feels safety is a priority for the school, and students feel safe coming to school.

Perceptions Strengths

Campus Strengths:

- Parent/Family Volunteers
- Family Nights and Parental Involvement
- Community Partners (PIE, PTO, Lee College, etc.)
- School Wide Communication (newsletters, school messenger, social media accounts)
- PBIS and Buckaroo Bucks
- PBIS Store very successful
- Campus events (Family Nights, Literacy Night, Concerts, Career Night)
- Activities for students to participate in (UIL, Choir, Kids Heart Challenge, Guitar Club, Recycling Team, Flag Team, Student Council)

Priority Problem Statements

Problem Statement 1: An area of concern is the decrease in percentages of learners reaching approaches, meets, and masters in Math for grades 3-5.

Root Cause 1: From 2019-2021 Texas Academic Progress Report (TAPR) and STAAR data shows a gradual decline due to the transition of technology-integrated lessons, assessments, and the limited utilization of concrete manipulatives.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: An area of concern is the decrease in percentages of students scoring at the approaches, meets, and masters performance levels on the 5th Grade Science STAAR test.

Root Cause 2: From 2019-2021 Texas Academic Progress Report (TAPR) and STAAR data shows a gradual decline due to a lack of hands-on science experiences that reinforce science inquiry and exposure to various stimuli (tables, charts, graphs, labs, etc).

Problem Statement 2 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

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

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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 failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- 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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results
- Other additional data

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>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: K-5 problem solving, Writing: K-5 editing, and Science: K-5.)</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administrators, campus teaching learning coaches, interventionist, and teachers will 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>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p> <p>Funding Sources: Instructional Coaching by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$70,000</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Track all K-5 students' Unit Assessments, Campus Based Assessments 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: Campus Administrators Teaching Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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 focused walkthroughs and coaching visits Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Guided Math will be implemented in grades third through fifth.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The Science Lab will be utilized regularly by all science teachers in K-5. Each grade level will complete the required unit lab in their scope and sequence. A vertical alignment of lab analysis and process will be created by the end of the first semester that will also include key science vocabulary to be used by all science teachers.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p>	Formative		
	Nov	Feb	June





Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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. Students will be expected to be able to respond by using both handwritten and typed responses.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR, TELPAS data</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Utilize Accelerated Reader to monitor students' comprehension and reading levels in grades first through fifth. Students will be expected to test on both fiction and nonfiction books.</p> <p>Strategy's Expected Result/Impact: Increased number of students reaching 100 points or more by end of 2022-2023 school year Increased number of nonfiction books read by students Improved student achievement based on CBA, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Campus Administrators Librarian</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide opportunities for teacher/peer observations and feedback to improve teacher knowledge and skills especially in areas of math, writing, reading, and science. Each teacher will complete a minimum of one observation in the fall and spring semesters.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Results from STAAR, TELPAS, and district assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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.) ELL students will be expected to use technology to record verbal responses in a variety of settings to increase levels on the speaking portion of TELPAS.</p> <p>Strategy's Expected Result/Impact: Increased growth by one year as indicated on TELPAS Composite score</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$200</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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: Campus Administrators Teaching Learning Coaches</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Ed. Funds - \$450</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>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: Campus Administrators Teaching Learning Coaches</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$350</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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 math, 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: Campus Administrators Teaching Learning Coaches</p> <p>Title I: 2.5</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>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: Campus Administrators</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Improved student achievement with a years growth on guided reading level</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct monthly 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>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<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: Campus Administrators Teaching Learning Coaches</p> <p>Title I: 2.6</p> <p>Funding Sources: Intervention Tutorial costs-tutor payroll - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<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 2022-2023 school year</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<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: Campus Administrators PBIS Campus TEAM</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<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 nine weeks</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
<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: Campus Administrators Counselor Campus Student Success Specialist CYS</p> <p>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$65,000</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 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>Strategy 1: 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. A school-wide reward and incentive program for positive behavior will be implemented.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline referrals for the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote positive, respectful behavior by incorporating a Clark Cowboy Store on campus and having special incentive programs for students throughout the school year.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline referrals for the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas to ensure all assignments and re-assignments are filled with highly effective staff.</p> <p>Strategy's Expected Result/Impact: Hire 100% highly qualified teachers for the 2022-2023 school year</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure low-income students and minority students are taught at higher rates than other student groups by experienced teachers.</p> <p>Strategy's Expected Result/Impact: Increase number of students being taught by experienced teachers</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Encourage teachers to become English as a Second Language (ESL) certified and earn their 30 hours for Gifted and Talented (GT) education.</p> <p>Strategy's Expected Result/Impact: Increased number of certifications per teacher for ESL Increased number of hours for GT</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement a mentor system for 1st , 2nd, and 3rd year teachers.</p> <p>Strategy's Expected Result/Impact: Increased number of retained teachers</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June

Lead Mentors

 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>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: Campus Administrators Campus Student Success Specialist</p> <p>Title I: 4.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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 participation</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p> <p>Title I: 4.2</p> <p>Funding Sources: Materials for parent training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$800, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<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. Each nine weeks, academic information about current teaching topics will be included in the newsletter and website.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation Increase on parent survey in the area of communication</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will schedule a parent conference with each parent by February 2023 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>Strategy's Expected Result/Impact: Reduce the number of students failing each nine weeks</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Recruit active parent and teacher members for our Parent Teacher Organization (PTO) and additional volunteering activities on campus.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation Increase in PTO membership</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners.</p> <p>Strategy's Expected Result/Impact: Increase in participation of community and organization members to support the needs of students</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Improved student achievement based on CBA, Benchmark, STAAR data</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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: Campus Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

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 Funds	\$70,000.00
3	1	8	Campus Student Success Specialist to support student success components	Title I Part A Funds	\$65,000.00
6	1	2	Materials for parent training sessions	Title I, Part A Funds	\$800.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$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	2	Supplemental instructional materials	Special Ed. Funds	\$450.00
2	1	3	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