

Goose Creek Consolidated Independent School District

Dr. Johnny T. Clark, Jr. Elementary

2023-2024 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 April and May 2023 through the campus teams and campus Instructional Leadership Team. The following was acknowledge and determined:

Clark Elementary is a Title 1 school whose population consists of grade levels kindergarten through fifth, special education including programs for Behavior Support, FOCUS, SILC, and Life Skills. The student body consists of 747 students: 51.54% female and 48.46% male. All grade level numbers have increased except fifth grade. All ethnicities have increased, except Hispanics and Whites; however, they still make up the top two percentages of our student body. Percentages of ethnicity are as follows: Hispanic (47.52%), White (26.77%), Black-African American(18.07%), two or more races (5.09%), American Indian(4.0%), and Asian (2.14%). Students on free/reduced meals have increased to 64.39% this year. Special populations that have seen an increase in percentages are Special Education (20.35%), and Emergent Bilingual (6.02%). There has been a slight increase in ESL (5.76%) and Migrant (.27%). Other student information includes our At-risk population (28.99%), Migrant population (.27%) and Section 504 (4.82%) all decreasing slightly this year. The population at Clark is served by four administrators, fifty-four certified teachers, and fifteen paraprofessionals. Fifty-three of Clark's certified teachers are considered highly effective.

Demographics Strengths

- At-risk programs
- Support Personnel including our CS3, CYS, and Counselor
- Strong SST team
- Improved attendance
- Interventions and incentives to promote high attendance
- Peer Collaboration and learning

Student Learning

Student Learning Summary

The comprehensive needs assessment process was completed during April and May 2023 through the campus teams and the campus Instructional Leadership Team. The following was acknowledged and determined:

After analyzing various data sources (formative, summative, and diagnostic) such as CUAs, NWEA Map Growth Screeners, Benchmarks, and STAAR Assessment Data, it was determined that reading performance is growing in the primary grades (1-2) by 3-5 percent while math scores have improved in the intermediate grades (4-5) by 5 percent. Intermediate reading scores in grades 4-5 continue to maintain strong performance while a drop is seen in third grade across all content areas by approximately 8%. Additionally, our special education (SPED) scores are slightly down across all grades and content areas. Though we have many systems in place to intervene for students that may be struggling, it will be imperative that we continue to refine and strengthen our Response to Intervention (RTI) processes to show a 3-5 percent growth this year.

Student Learning Strengths

- Professional Learning Communities (PLCs)
- Planning
- Tutorials (before, during and after school)
- ALT Time- data driven flexible grouping and teachers sharing students
- Progress Monitoring
- Professional Developments- Depth & Complexity, Teacher Clarity Book Study
- Instructional Rounds
- Half groups for reading in grades Kindergarten and First
- Guided Reading across all grade levels
- Guided Math in grades 3-5

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed during April and May 2023 through the campus teams and the campus Instructional Leadership Team. The following was acknowledged and determined:

The committee found that Clark's Instructional Rounds Problem of Practice relating to Learning Intentions and Success Criteria has driven our year. Collaboration through team planning, Professional Learning Committees (PLC), Response to Intervention (RtI), committee meetings, staff and district meetings/professional development, and Instructional Leadership Team meetings are the cornerstone of student academic achievement. Campus data reveals Clark's teachers need to plan extension lessons for students in third, fourth, and fifth who are at meets and/or masters to continue their academic growth. Students in third through fifth that do not meet or approach consistently grew over the previous year making the years growth. Clark hosted several professional development opportunities throughout the year: Depth & Complexity, PLC book study, Data Dives, STAAR: Analyzing new item types, Number Talks, Phonics, and Guided Reading are some of the trainings. These supported students' achievement through continuous training of highly qualified teachers. Administration ensured students' academic achievement was prioritized by offering professional development, being available during PLC and planning time to analyze data or field questions, and guiding Clark staff to ensure student achievement is at the forefront of the day. Teachers and students use a variety of technology apps to enhance learning. TechxPedition, GiantCon, Eduphoria for district trainings, self-paced classes, and the campus CTS provided trainings and support for teachers to implement technology effectively. The committee believes Clark students would benefit from having a description of campus technology expectations for teachers and students for the following school year.

School Processes & Programs Strengths

- Professional Development offerings
- PLC and planning time to review data
- Teacher lesson demonstration to increase engagement strategies
- Differentiation and strategies included in plans for all students including GT and Emergent Bilingual students
- Disaggregating of student data to create ALT groups, tutorial groups, and guided reading groups
- RtI Improvement as it became more streamlined

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed April and May 2023 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:

Overall, staff members feel respected, supported, and feel they work in a positive environment. Staff reported having good relationships with their peers and administrators. Staff members have a clear understanding of their role and responsibilities. They feel school is a nurturing place that accepts all children. In addition, students feel Clark Elementary is a great place to be and good for learning. Students feel they are respected and the staff cares about them. Students report teachers have high expectations for all students. Students report teachers are kind, make learning fun, helpful, and engaging. Students are concerned about some students' behaviors and fair consequences. These findings are similar to the teachers' perceptions as well. The counselor, Student Success Team (SST), check-in/out with administration, Campus Student Success Specialist, PALS, PBIS, special programs, open communication and relationships with staff, community resources, parent communication, and celebrations are all ways that students are supported at Clark Elementary. Students and staff both feel safe at Clark and feel there are effective procedures in place to promote safety. Keeping doors locked along with daily door checks are important to the sense of safety. There are concerns with the amount of people who pass through the front office. Our data reveals an increase in office referral this year over last year. April and September had the highest number of referrals. Our PBIS program is a positive motivator for students and the number of award opportunities in the spring were helpful with behavior.

Parents feel the home/school connection is great and campus communication keeps them informed of involvement opportunities. There are weekly newsletters, family nights, virtual family sessions, and parent/teacher conferences that parents can participate in at school. Parents feel Clark is effective at educating their children and feel welcomed at school. Parents would like to see improvements in classroom communication with concerns of timely feedback in the area of academic and/or behavioral issues. There are many ways for parents and community to be involved at Clark. Some of these are our Instructional Leadership Team (ILT), DARE Program, PTO, and Anti-Bullying Committee. According to the parents interviewed, they feel like they can ask questions and voice concerns easily with our administration and at parent nights. Parents believe they can easily request conferences with teachers and administration. Surveys are sent out to parents after each school event to receive immediate feedback on various programs.

Perceptions Strengths

- Parent/Family Volunteers
- Community Partners (Bayer Heritage Federal Credit Union, PTO, Lee College, etc.)
- Family Nights
- Parent Voice (PTO, ILT, Anti-Bullying Committee)
- Buckaroo Bucks and PBIS Store
- Campus Events (Family Nights, Character Parade, Choir Programs, etc.)
- Activities for students to participate in (UIL, Choir, Kids Heart Challenge, Guitar Club, Coding Club, Flag Team, Student Council, etc.)
- Safety Protocols

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 within the PLC process to target specific objectives and determine strengths from areas of concern, including achievement discrepancies among various student groups during collaborative learning time.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CUAs, Benchmark, STAAR, and TELPAS data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</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 all grade levels.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CUAs, Benchmark, STAAR, and TELPAS data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</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, Interims and Benchmarks to track progress and make adjustments to instructional practices as needed.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CUAs, Benchmark, STAAR, and TELPAS data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</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 increase teacher capacity with a focus on all content areas, classroom management, and instructional delivery.</p> <p>Strategy's Expected Result/Impact: Increased skill set for content teachers as observed through focused walkthroughs and coaching visits</p> <p>Improved student achievement based on CUAs, Benchmark, STAAR, and TELPAS data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</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 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 CUAs, Benchmark, STAAR, TELPAS data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</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 CUAs, Benchmark, and STAAR to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</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.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in Science based on CUAs, Benchmark, and STAAR data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</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 orally 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 respond by using both handwritten and typed responses with proper writing conventions.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CUAs, Benchmark, STAAR, and TELPAS data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 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 focused walkthroughs and coaching visits using teacher observation logs</p> <p>Improved student achievement based on CUAs, Benchmark, STAAR, and TELPAS data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</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 2: Clark Elementary will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Clark will 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 Emergent 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.) English Emergent students will be expected to use the Summit program in grades 2-5.</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 students including Gifted and Talented students are taught at their highest potential through accelerated instruction. Depth and Complexity icons will be directly taught and used in all classrooms.</p> <p>Strategy's Expected Result/Impact: 93% of GT students will score at Master performance on STAAR. Improved student achievement based on CUAs, Benchmark, STAAR, and TELPAS data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</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, ELA, and Science.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on CUAs, Benchmark, and STAAR data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches</p> <p>Title I: 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 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 with a focus on White, Hispanic, African American, Special Education, Limited English Proficiency, and Economically Disadvantaged subgroups.</p> <p>Strategy's Expected Result/Impact: Improved student achievement with a years growth in academic subject areas</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: Provided specific resources, personnel, extended instructional time to meet the need of all students including identified special education and English Language Learners to improve their chance for success and close the achievement gap.</p> <p>Strategy's Expected Result/Impact: Improve student achievement based on CUA, Benchmark, STAAR, TELPAS data so it shows a years growth over the previous year</p> <p>Staff Responsible for Monitoring: Campus Administrators Teacher Learning Coaches</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provided accelerated instruction for identified at-risk students in order to improve their chance for success and close the achievement gap.</p> <p>Strategy's Expected Result/Impact: Improve student achievement based on CUA, Benchmark, and STAAR data so it shows a years growth over the previous year</p> <p>Staff Responsible for Monitoring: Campus Administrators Teacher Learning Coaches</p> <p>Funding Sources: Costs for tutor payroll and related activities - Coordination of Local and State Funds - SCE Funds - \$10,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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 with a years growth in academic subject areas</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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 by 5% for the 2023-2024 school year</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Success Specialist</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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 rate for the 2023-2024 school year to 97%</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist PBIS Campus Team Nurse</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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: At least 3 activities will be planned for the school year with student participation at 80% or above</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: 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 at least 2% based on student area (attendance, academics, and/or behavior)</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Success Specialist CYS Nurse</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;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 in the classrooms, during arrival and dismissal, hallways, recess, and cafeteria.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline referrals for the 2023-2024 school year by 5%</p> <p>Staff Responsible for Monitoring: Campus Administrators PBIS Campus Team</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A school-wide incentive program and PBIS store will be implemented . A behavior/attendance award will be offered at least once each grading period.</p> <p>Strategy's Expected Result/Impact: Decreased number of discipline referrals for the 2023-2024 school year by 5%</p> <p>Staff Responsible for Monitoring: Campus Administrators PBIS Campus Team</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote positive staff morale with a variety of incentives including birthday recognition. A teacher and staff member of the month will be recognized.</p> <p>Strategy's Expected Result/Impact: Improvement of staff morale by 3% based on staff surveys from the previous 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 2023-2024 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 rate by 2%</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 by 25%</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 by 3%</p> <p>Increased number of hours for GT by 3%</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 year teachers. Ensure teachers new to the campus and 2nd and 3rd year teachers have additional supports.</p> <p>Strategy's Expected Result/Impact: Increased number of retained teachers by 2%</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Campus Administrators
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: 90% document distribution utilizing ParentSquare</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 by 5%</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 ParentSquare. 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 by 5% Increase on parent survey in the area of communication by 3%</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 December 2023. In addition, teachers will schedule a conference with each student failing a grading period within two weeks of the report card going home. Parents will be informed of students interim and screener score after each assessment.</p> <p>Strategy's Expected Result/Impact: Reduce the number of students failing each nine weeks by 2%</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Support Specialist</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 provided additional volunteer activities on campus.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation by 5% Increase in PTO membership by 5%</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Support Specialist</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 by 2%</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Support Specialist</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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>Strategy 1: Integrate technology into all content areas by using available resources (such as: EduSmart, AR Scholastic, and Progress Learning) 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 CUAs, Benchmark, STAAR, and TELPAS data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</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 CUAs, Benchmark, STAAR, and TELPAS data to reach 90% mastery on grade level assessments and meet or exceed the state average on STAAR by all students in Approaches, Meets, and Masters</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Encourage staff to gain their Apple Certification.</p> <p>Strategy's Expected Result/Impact: 90% of staff will become Apple certified</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	9	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	Costs for tutor payroll and related activities	SCE Funds	\$10,000.00
Sub-Total					\$11,000.00