

Goose Creek Consolidated Independent School District

Dr. Johnny T. Clark, Jr. Elementary

2025-2026 CIP Periodic Update - November 2025



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 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)
- 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
- 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
- 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
- Action research results

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: ENGLISH LANGUAGE ARTS - With campus Spring 2025 STAAR averages for RLA underperforming the state in most proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Campus [State] Performance for Spring 2025 RLA STAAR:

3rd Approaches 75 [78], 3rd Meets 42 [52], 3rd Masters 20 [23]

4th Approaches 90 [81], 4th Meets 57 [54], 4th Masters 18 [24]

5th Approaches 74 [77], 5th Meets 64 [58], 5th Masters 31 [30]

Campus Performance Target for Spring 2026 RLA STAAR:

3rd Approaches 80, 3rd Meets 53, 3rd Masters 26

4th Approaches 90, 4th Meets 60, 4th Masters 25

5th Approaches 90, 5th Meets 65, 5th Masters 32

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLCs, conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks inform next steps (i.e. PLC guidance, campus PDs, feedback conferences, and coaching cycles). To support Strategy 1: - Administrators conduct a minimum average of 2 classroom walks per instructional day using the GCCISD T-TESS Rubric (focusing on Domain II & Domain III). Reading TLC (Teacher Learning Coach) will conduct a minimum average of 2 classroom walks per instructional day using the observation tools such as Internalization Protocol and T-TESS. Walkthroughs are discussed at each A-Team meeting and next teacher steps are decided. - The A-Team will calibrate at least once monthly. The Principal and Assistant Principal (SSA if on campus) will calibrate at least twice monthly. A Google document will be utilized to record walkthroughs and feedback conferences to ensure walkthroughs are occurring in prioritized classrooms based on data and discussions from A-Team meetings. - A-Team members partner with Region 4 RLA Implementation Advisors in September to schedule quarterly campus implementation walks based on campus needs as identified during campus walk data discussed at A-Team meetings. - Feedback is given to teachers in the form of PLC guidance, campus PDs, and feedback conferences. Trends will be identified and next steps will be decided. Coaching cycles by the Reading TLC will be based off campus walkthroughs and discussions at A-Team Meetings. - Shout-outs will be emailed to staff highlighting exemplary practices noted during walkthroughs. At each faculty meeting, a short video will showcase student work and the effective instructional strategies that contributed to classroom success. Strategy's Expected Result/Impact: Clark will hit the Campus Performance Targets for Spring 2026 on STAAR. 3rd Approaches 80, 3rd Meets 53, 3rd Masters 26 4th Approaches 90, 4th Meets 60, 4th Masters 25 5th Approaches 90, 5th Meets 65, 5th Masters 32 Staff Responsible for Monitoring: Campus Principal Assistant Principal Teacher Learning Coach	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Effective Tier 2 Instruction: Targeted Small Groups & Amira - The systematic implementation of RLA Targeted Small Groups and Amira will remediate identified skills preventing academic gaps through individualized instruction based on Clark's identified high needs targeted groups (Bubble students to Meets/Masters, 2 or more races, Droppers based on STAAR 2025 or assessment data). To support Strategy 2: - The teacher pulls Targeted Small Groups 5 days a week. Using Bluebonnet Learning, SummitK-12 (bilingual classes), and Amira lessons for students who did not demonstrate mastery during RLA Tier 1 instruction. - Teachers in grades 3-5 will regularly monitor Clark's previously identified high-need students, tracking progress and adjusting interventions as needed. - The teacher maintains records of weekly student check-ins and develops action plans for students not showing progress in Amira, using current data to identify priority high-need students. - Teachers will maintain a comprehensive data binder for each class they instruct, which will include results from Bluebonnet Unit Assessments, Benchmark assessments, and ongoing Amira progress data. Following each assessment cycle, teachers will collaborate in scheduled meetings with their grade-level administrator to thoroughly review individual and group student performance. During these meetings, they will analyze data trends, identify areas of strength and concern, and develop targeted instructional plans. Particular focus will be placed on monitoring and supporting Clark's priority high-need students to ensure they receive appropriate interventions and resources to accelerate their learning. - All students complete at least two stories 3 x a week through Amira. Strategy's Expected Result/Impact: Clark will hit the Campus Performance Targets for Spring 2026 on STAAR. 3rd Approaches 80, 3rd Meets 53, 3rd Masters 26 4th Approaches 90, 4th Meets 60, 4th Masters 25 5th Approaches 90, 5th Meets 65, 5th Masters 32 Staff Responsible for Monitoring: Campus Principal Assistant Principal	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Prioritize Identification of Special Education Students - Staff members will work to address the low performance of Clark's SPED students. To Support Strategy 3: - A-Team creates SPED Monitor Groups in Eduphoria for 3rd-5th grade. 4th and 5th grade students will be identified as students passing STAAR or coming within 8 points of passing. 3rd grade students will be identified based on Amira Screener Scores. - During campus data meetings the SPED Monitoring Group will be included for individual data disaggregation. This information will be reviewed during SPED Team Meetings, ILT Meetings, and A-Team Meetings to determine next steps. - Teachers will create a SPED folder for each class that identifies all SPED students and outlines their individual accommodations. Administrators will review these folders during walkthroughs to ensure that accommodations are being appropriately implemented and consistently applied in the classroom. Observations will be shared during A-Team meetings to determine next steps and to guide conversations with both SPED and general education teachers. - Beginning in October, targeted SPED students who attend Resource or Dyslexia services will attend a morning computer lab session to work on AMIRA. SPED teachers will monitor student progress and log the minutes completed. - SPED students not receiving Resource are included and tracked during small group targeted instruction time. - SPED teachers hold monthly meetings with campus administrators to review student progress. In addition, SPED teachers provide training for their paraprofessionals during each PLC Day on how to support SPED students effectively. Both types of meetings incorporate notes from walkthroughs and high-yield strategies to determine next steps for supporting Clark's SPED population. - SPED reading teachers will maintain a data binder on each resource/inclusion group that includes Bluebonnet Unit Assessments, Benchmark Data, and Amira data. After each assessment, SPED teachers will meet with their assigned administrator to review student performance and determine next instructional steps. Classroom teachers will also meet with their administrators during regular data meetings which will include tracking their SPED students. These meetings will help determine the next step with the students. Strategy's Expected Result/Impact: Clark will hit the Campus Performance Targets for Spring 2026 on STAAR. 3rd Approaches 80, 3rd Meets 53, 3rd Masters 26 4th Approaches 90, 4th Meets 60, 4th Masters 25 5th Approaches 90, 5th Meets 65, 5th Masters 32 Staff Responsible for Monitoring: Campus Principal Assistant Principal	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure high quality, effective Extended Constructive Response (ECR) instruction- Campus leaders along with Reading TLC (Teacher Learning Coach) will ensure ECR writing is being included and implemented at a rigorous level at Clark. To support Strategy 4: - Continue to partner with consultants (minimum of 6 visits) to provide relevant campus needs based Professional Development that supports ECR in the Bluebonnet Framework. New teachers will be given more time with consultants including modeling and coaching time. - Writing conferences will be held with 4th and 5th graders using STAAR 2025 samples. Conferences will be conducted in grades 3-5 after each district/campus writing assessment. - Scoring of Extended Constructive Responses (ECRs) will take place during PLCs, with administrators and the Reading TLC actively participating in the scoring process. Administrators will become familiar with grade-level essays and will be prepared to discuss exemplar samples with students during goal-setting conferences. - Every other Friday, during small-group instruction, will be designated as "ECR Friday." On these days, all writing teachers will guide their class in composing a collaborative Extended Constructive Response (ECR) and display the finished piece in the classroom or hallway. At least once a month, grade-level PLC meetings will focus on ECR instruction, with teachers sharing artifacts and best practices. - ECR data will be tracked in a shared Google Document, with each ECR score recorded after every district and campus writing assessment. Clark's high-need groups--Bubble Meets/Masters, Two or More Races, SPED, and Droppers--will be monitored as separate groupings. Tutoring decisions will be determined based on the analysis of this data. - Establish a campus-wide practice of daily writing across all content areas to deepen students' ability to articulate and justify their thinking in written form. Teachers will address mechanics and punctuation through timely, in-the-moment feedback during instruction. Strategy's Expected Result/Impact: Clark will hit the Campus Performance Targets for Spring 2026 on STAAR. 3rd Approaches 80, 3rd Meets 53, 3rd Masters 26 4th Approaches 90, 4th Meets 60, 4th Masters 25 5th Approaches 90, 5th Meets 65, 5th Masters 32 Staff Responsible for Monitoring: Campus Principal Assistant Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: MATHEMATICS - With campus Spring 2025 STAAR averages for MATH underperforming the state in most proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Campus [State] Performance for Spring 2025 MATH STAAR:

3rd Approaches 60 [70], 3rd Meets 33 [45], 3rd Masters 11 [19]

4th Approaches 72 [68], 4th Meets 42 [46], 4th Masters 13 [24]

5th Approaches 75 [73], 5th Meets 38 [46], 5th Masters 18 [22]

Campus Performance Target for Spring 2026 MATH STAAR:

3rd Approaches 75, 3rd Meets 50, 3rd Masters 22

4th Approaches 75, 4th Meets 50, 4th Masters 25

5th Approaches 80, 5th Meets 50, 5th Masters 23

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLCs, conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks inform next steps (i.e. PLC guidance, campus PDs, feedback conferences, and coaching cycles). To support Strategy 1: - Administrators conduct a minimum average of 2 classroom walks per instructional day using the GCCISD T-TESS Rubric (focusing on Domain II & Domain III). Math TLC will conduct a minimum average of 2 classroom walks per instructional day using the Bluebonnet Internalization Protocol. During walkthroughs A-Team will be looking to see if there is evidence of conceptual and procedural balance, productive struggle, and math discourse. Walkthroughs are discussed at each A-Team meeting and next teacher steps are decided. - The A-Team will calibrate at least once monthly. The Principal and Assistant Principal (SSA if on campus) will calibrate at least twice monthly. A Google document will be utilized to record walkthroughs and feedback conferences to ensure walkthroughs are occurring in prioritized classrooms based on data and discussions from A-Team meetings. - A-Team members partner with Region 4 Math Implementation Advisors in September to schedule quarterly campus implementation walks based on campus needs as identified during campus walk data discussed at A-Team meetings. - Immediate feedback is given to teachers in the form of PLC guidance, campus PDs, and feedback conferences. Coaching cycles by the MATH TLC will be based off campus walkthroughs and discussions at A-Team Meetings. Shout-outs will be emailed to staff highlighting exemplary practices observed during walkthroughs. At each faculty meeting, a short video will showcase student work and the effective instructional strategies that contributed to classroom success. Strategy's Expected Result/Impact: Clark will hit the Campus Performance Targets for Spring 2026 on STAAR. Campus Performance Target for Spring 2026 MATH STAAR: 3rd Approaches 75, 3rd Meets 50, 3rd Masters 22 4th Approaches 75, 4th Meets 50, 4th Masters 25 5th Approaches 80, 5th Meets 50, 5th Masters 23 Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Effective Tier 2 Instruction: Targeted Small Groups - The systematic implementation of Math Targeted Small Groups will remediate identified skills preventing academic gaps through individualized instruction based on Clark's identified high needs targeted groups (Bubble students to Meets/Masters, 2 or more races, Droppers based on STAAR 2025 or assessment data). To support Strategy 2: - The teacher pulls Targeted Small Groups at least 4 days a week. Using district resources and Zearn for students who did not demonstrate mastery during Math Tier 1 instruction. - Teachers in grades 3-5 will regularly monitor Clark's previously identified high-need students, tracking progress and adjusting interventions as needed. - The teacher maintains records of weekly student check-ins and develops action plans for students not showing progress on math unit modules, using current data to identify priority high-need students. - Zearn will be required for students who have not reached their individual goals, with at least three Zearn lessons completed and monitored weekly by the math teacher. Data from Zearn participation and progress will be reviewed during PLC meetings and A-Team meetings. - Teachers will maintain a comprehensive data binder for each class they instruct, which will include results from Bluebonnet Unit Assessments, Benchmark assessments, MAP data, and Zearn lessons. Following each assessment cycle, teachers will collaborate in scheduled meetings with their grade-level administrator to thoroughly review individual and group student performance. During these meetings, they will analyze data trends, identify areas of strength and concern, and develop targeted instructional plans. Particular focus will be placed on monitoring and supporting Clark's priority high-need students to ensure they receive appropriate interventions and resources to accelerate their learning. Strategy's Expected Result/Impact: Clark will hit the Campus Performance Targets for Spring 2026 on STAAR. Campus Performance Target for Spring 2026 MATH STAAR: 3rd Approaches 75, 3rd Meets 50, 3rd Masters 22 4th Approaches 75, 4th Meets 50, 4th Masters 25 5th Approaches 80, 5th Meets 50, 5th Masters 23 Staff Responsible for Monitoring: Campus Principal Assistant Principal	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Build Math Fluency Through Skip Counting Challenge - Teachers and staff consistently implement skip counting routines to support multiplication fluency and number sense. Students will be able to easily make T-charts to help with computations and problem solving. To support strategy 3: - The A-Team develops a year-long skip counting sequence, with Grades 2-5 starting in November and Grades K-1 starting in February. - Teachers and staff repeat the skip counting sequence before leaving an instructional area, during transitions, and at least two times during each special rotation. - Once a week during morning work, students in Grades 3-5 create a T-chart using the number of the week, and teachers monitor for accuracy and provide immediate feedback. - Campus walkthroughs will look for skip counting routines to ensure consistent implementation during specials and transitions.. - Administrators send "shout-outs" to recognize staff members who demonstrate exemplary participation in the Skip Counting Challenge. - Grade-level teams review student T-charts and teacher feedback during PLCs to monitor growth and adjust the sequence or strategies, as needed. - All resource math classes participate in the Skip Counting Challenge and practice creating a T-chart at least once a week, using individual accommodations, as needed. Strategy's Expected Result/Impact: Clark will hit the Campus Performance Targets for Spring 2026 on STAAR. Campus Performance Target for Spring 2026 MATH STAAR: 3rd Approaches 75, 3rd Meets 50, 3rd Masters 22 4th Approaches 75, 4th Meets 50, 4th Masters 25 5th Approaches 80, 5th Meets 50, 5th Masters 23	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Prioritize Identification of Special Education Students - Staff members will work to address the low performance of Clark's SPED students. To Support Strategy 4: - A-Team creates SPED Monitor Groups in Eduphoria for 3rd-5th grade. 4th and 5th grade students will be identified as students passing STAAR or coming within 8 points of passing. 3rd grade students will be identified based on NWEA Screener Scores. - During campus data meetings the SPED Monitoring Group will be included for individual data disaggregation. This information will be reviewed during SPED Team Meetings, ILT Meetings, and A-Team Meetings to determine next steps. - Teachers will create a SPED folder for each class that identifies all SPED students and outlines their individual accommodations. Administrators will review these folders during walkthroughs to ensure that accommodations are being appropriately implemented and consistently applied in the classroom. Observations will be shared during A-Team meetings to determine next steps and to guide conversations with both SPED and general education teachers. - Beginning in October, targeted SPED students will attend a morning computer lab session to work on Zearn. SPED teachers will monitor student progress and log the minutes completed. - SPED students not receiving Resource are included and tracked during small group targeted instruction time. - SPED teachers hold monthly meetings with campus administrators to review student progress. In addition, SPED teachers provide training for their paraprofessionals during each PLC Day on how to support SPED students effectively. Both types of meetings incorporate notes from walkthroughs and high-yield strategies to determine next steps for supporting Clark's SPED population. - SPED math teachers will maintain a data binder on each resource/inclusion group that includes Bluebonnet Unit Assessments, Benchmark Data, and MAP data. After each assessment, SPED teachers will meet with their assigned administrator to review student performance and determine next instructional steps. Classroom teachers will also meet with their administrators during regular data meetings which will include tracking their SPED students. These meetings will help determine the next step with the students. Strategy's Expected Result/Impact: Clark will hit the Campus Performance Targets for Spring 2026 on STAAR. Campus Performance Target for Spring 2026 MATH STAAR: 3rd Approaches 75, 3rd Meets 50, 3rd Masters 22 4th Approaches 75, 4th Meets 50, 4th Masters 25 5th Approaches 80, 5th Meets 50, 5th Masters 23 Staff Responsible for Monitoring: Campus Principal Assistant Principal	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Ensure high quality, effective utilization of the Read, Draw, Write Strategy - Campus leaders along with Math TLC will ensure the Read, Draw, Write Strategy is being included and implemented at a rigorous level at Clark. To support Strategy 5: - Read, Draw, Write posters will be created, displayed, and actively used in each classroom. Utilization of the strategy will be observed during classroom visits and documented in walkthroughs. - Students in Clark's high-need targeted groups who are not meeting data goals will be expected to solve problems using the Read, Draw, Write strategy. Teachers will track successful use of the strategy on a checklist and provide targeted support in small groups for students who are not yet successful. Weekly student check-ins will be maintained by teachers until each student meets their targeted goals. - Teachers will designate at least one problem each day for students to solve using the Read, Draw, Write strategy. Teachers will prioritize high-rigor questions which will be decided upon during grade level PLC meetings. - At least once a month, grade-level PLC meetings will focus on the Read, Draw, Write strategy. During these sessions, teachers will share artifacts and best practices, and will take turns modeling the strategy by demonstrating how they would guide a student through a problem. Strategy's Expected Result/Impact: Clark will hit the Campus Performance Targets for Spring 2026 on STAAR. Campus Performance Target for Spring 2026 MATH STAAR: 3rd Approaches 75, 3rd Meets 50, 3rd Masters 22 4th Approaches 75, 4th Meets 50, 4th Masters 25 5th Approaches 80, 5th Meets 50, 5th Masters 23 Staff Responsible for Monitoring: Campus Principal Assistant Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: SCIENCE - With campus Spring 2025 STAAR averages for SCIENCE underperforming the state in most proficiency levels and grades, the campus goal is to perform at or above the state average in grade 5 without regression:

Campus [State] Performance for Spring 2025 SCIENCE STAAR:
5th Approaches 65 [64], 5th Meets 27 [29], 5th Masters 6 [12]

Campus Performance Target for Spring 2026 SCIENCE STAAR:
5th Approaches 72, 5th Meets 35, 5th Masters 18

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including TLCs, conduct walks to monitor the implementation of district resources including McGraw Hill, Edusmart, Science Penguin, and lab investigations listed on the scope and sequence. Insights from walks inform next steps (i.e. PLC guidance, campus PDs, feedback conferences, and coaching cycles etc.). To support Strategy 1: - Administrators conduct a minimum average of 2 classroom walks per instructional day using the GCCISD T-TESS Rubric (focusing on Domain II & Domain III). Math/Science TLC will conduct walkthroughs in the area of Science. She will visit each 5th grade Science classroom weekly. Walkthroughs are discussed at each A-Team meeting and next teacher steps are decided. - The A-Team will calibrate at least once monthly. The Principal and Assistant Principal (SSA if on campus) will calibrate at least twice monthly. A Google document will be utilized to record walkthroughs and feedback conferences to ensure walkthroughs are occurring in prioritized classrooms based on data and discussions from A-Team meetings. - Strengthen Tier 1 science instruction by implementing TEKS-aligned, Science curriculum that incorporates phenomenon-based learning, targeted vocabulary supports, and exit tickets designed to build and assess conceptual understanding. - Science planning will be provided dedicated time during PLC days, with each grade level designating at least two PLC sessions per month for collaborative science planning. Accountable talk will be emphasized by integrating precise science vocabulary and interactive instructional strategies to deepen student engagement and understanding. - Immediate feedback is given to teachers in the form of PLC guidance, campus PDs, and feedback conferences. Coaching cycles by the Math/Science TLC will be based off campus walkthroughs and discussions at A-Team Meetings. - Shout-outs will be emailed to staff showcasing positive exemplary practices during the walkthroughs. At each faculty meeting, a short video will be created showcasing student work and teacher moves that led to classroom success. Strategy's Expected Result/Impact: Clark will hit the Campus Performance Targets for Spring 2026 on STAAR. Campus Performance Target for Spring 2026 Science STAAR: 5th Approaches 72, 5th Meets 35, 5th Masters 18 Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Hands-On Labs with Measurable Outcomes - All science teachers incorporate interactive labs and demonstrations as part of each instructional unit. To support Strategy 2: - Each grade level will conduct hands-on investigations as part of instruction. Kindergarten through 2nd grade will complete 3-4 activities per unit, while grades 3-5 will complete 2-3 activities per unit. - During labs, students will consistently record observations and data in science interactive notebooks, respond to guided questions that require critical thinking and connect activities to key concepts, and engage in structured peer discussions using complete sentences to articulate their reasoning. - Exit tickets aligned with lab activities will assess students' conceptual understanding and will be analyzed during PLC meetings, with a focus on Clark's high-needs targeted groups. - The A-Team will conduct targeted walkthroughs during science labs to ensure students are actively engaged in hands-on investigations, and students accurately document observations and data in interactive science notebooks. - Ensure shout-outs and emails to staff include pictures of students in action during lab time. Lab photos will be included in faculty meeting videos. Strategy's Expected Result/Impact: Clark will hit the Campus Performance Targets for Spring 2026 on STAAR. Campus Performance Target for Spring 2026 Science STAAR: 5th Approaches 72, 5th Meets 35, 5th Masters 18 Staff Responsible for Monitoring: Campus Principal Assistant Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Integrate Writing in Science (CER and SCR) - Teachers embed structured writing opportunities into science instruction to prepare students for STAAR item types. To support Strategy 3: - Students will engage in weekly Claim-Evidence-Reasoning (CER) writing in response to lab experiences, demonstrations, and observed phenomena during science instruction. 3-5 grade teachers model this in the fall semester. Grades 3-5 will implement exit tickets in the form of Short Constructed Responses (SCR) for each unit. From August through November, teachers will model the SCR process for students, then gradually release responsibility to students. Exit ticket data will be brought to monthly PLC meetings for analysis, with a specific focus on Clark's high-needs student groups. - Teachers will provide sentence stems to support the modeling and use of science vocabulary for students who are not meeting growth goals. - Writing in science will be prioritized through the use of interactive notebooks that incorporate academic vocabulary, note-taking, foldables, and daily activities as appropriate. Strategy's Expected Result/Impact: Clark will hit the Campus Performance Targets for Spring 2026 on STAAR. Campus Performance Target for Spring 2026 Science STAAR: 5th Approaches 72, 5th Meets 35, 5th Masters 18 Staff Responsible for Monitoring: Campus Principal Assistant Principal	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: The campus will facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

Evaluation Data Sources: Parent/teacher surveys and activity sign in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize a variety of methods to communicate between school and home to support ongoing student success like campus newsletters, grade level behavior plans, and ParentSquare. Ensure the messages are translated into parents native languages as needed. Strategy's Expected Result/Impact: Increase in parent participation by 3% Increase on parent survey in the area of communication by 2% Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Family nights will be held at least twice a semester to increase parent/home connections and family involvement. One night each semester will have an academic focus. One family night will be dedicated to promote CATCH and healthy lifestyles each school year. Strategy's Expected Result/Impact: At least two family nights are held a semester Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will schedule a parent conference with each parent by January 2026. 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. Strategy's Expected Result/Impact: Reduce the number of students failing each nine weeks by 2% Staff Responsible for Monitoring: Campus Administrators Campus Student Support Specialist	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Recruit parent and teacher members for our Parent Teacher Organization (PTO) and provided additional volunteer activities on campus. Strategy's Expected Result/Impact: Increase in parent participation by 3% Increase in PTO membership by 3% Staff Responsible for Monitoring: Campus Administrators Campus Student Support Specialist	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners. Strategy's Expected Result/Impact: Increase in participation of community and organization members to support the needs of students by 5% Staff Responsible for Monitoring: Campus Administrators Campus Student Support Specialist	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: Review 360 data and teacher surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness. Strategy's Expected Result/Impact: At least 3 activities will be planned for the school year with student participation at 80% or above Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct six weeks 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. Strategy's Expected Result/Impact: Improved student achievement with a years growth in academic subject areas Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote high attendance (97% or above school-wide) and incorporate incentive programs for students and teachers each grading period. Strategy's Expected Result/Impact: Increased attendance rate for the 2025-2026 school year to 97% Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist PBIS Campus Team Nurse	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Decreased number of discipline referrals for the 2025-2026 school year by 5% Staff Responsible for Monitoring: Campus Administrators PBIS Campus Team	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: A school-wide incentive program and PBIS store will be implemented . A house system will be introduced for the 2025-2026 school year. At least one house rally will be held each grading period. The anti-bullying committee (ABC) made up of students, teachers, and parents will have input on the PBIS program, incentives, and activities. Strategy's Expected Result/Impact: Decreased number of discipline referrals for the 2025-2026 school year by 5% Staff Responsible for Monitoring: Campus Administrators PBIS Campus Team	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Decreased office referrals by 5% for the 2025-2026 school year Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Success Specialist	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Promote positive staff morale with a variety of incentives including birthday recognition. A teacher and staff member of the month will be recognized. Strategy's Expected Result/Impact: Improvement of staff morale by 5% based on staff surveys from the previous year Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: Clark will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage teachers to become English as a Second Language (ESL) certified and earn their 30 hours for Gifted and Talented (GT) education. Strategy's Expected Result/Impact: Increased number of certifications per teacher for ESL by 5% Increased number of hours for GT by 5% Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Create vertical teams and implement vertical alignment meetings to focus on the needs of all students paying close attention to the areas of Math, ELA, and Science. This includes during planning examining TEKS below and above grade level to have understanding of past learning and future expectations. Strategy's Expected Result/Impact: Improved student achievement based on CUAs, Interims, 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 Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Increased skill set for content teachers as observed through focused walkthroughs and coaching visits Improved student achievement based on CUAs, Interims, 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 Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide opportunities for teacher/peer observations and feedback to improve teacher knowledge and skills especially in areas of math, writing, reading, and science. Strategy's Expected Result/Impact: Increased skill set for content teachers as observed through focused walkthroughs and coaching visits using teacher observation logs Improved student achievement based on CUAs, Interims 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 Staff Responsible for Monitoring: Campus Administrators Teaching Learning Coaches	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Administrators, campus teaching learning coaches, interventionist, and teachers will facilitate 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. Strategy's Expected Result/Impact: 10% increase in student achievement scores Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas by implementing higher order thinking skills so all students including, Gifted and Talented students, are taught at their highest potential through accelerated instruction. Strategy's Expected Result/Impact: 90% of GT students will score at Master performance on STAAR. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$350	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas and implement the Special Education students' Individual Educational Plan (IEP) so that all Special Education students are taught in the least restrictive environment to improve learning outcomes. Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Ed. Funds - \$450	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas by effectively implementing the English as a Second Language (ESL) model so that EB Learners progress one language proficiency level yearly and reach English attainment within 3-5 years. Strategy's Expected Result/Impact: Increased growth by one year as indicated on TELPAS Composite score Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$300	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: State Compensatory Education (SCE) State Program - Through PLC meetings, collaborate about instructional practices, student artifacts, data results following formative and summative assessments, and make informed decisions to guide all tiered instruction as well as the implementation of accelerated instruction intervention plans that address at-risk student academic improvement. Strategy's Expected Result/Impact: Improve student achievement based on CUA, Interims, and STAAR data so it shows a years growth over the previous year Intervention plans developed and implemented with fidelity Progress Monitoring completed to determine student growth Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Accelerated Instruction -Tutoring - Coordination of Local and State Funds - SCE Funds - \$10,000, Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.5 requirements Documentation of activities aligned to Well Rounded Education Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.4 requirements All students will make at least one year's growth Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk". Strategy's Expected Result/Impact: Meet Title I Part A Element 2.6 requirements 10% increase in student academic success Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 8 Details		Formative Reviews		
Strategy 8: Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialists to provide coaching support to identified classrooms to meet the needs of all students and increase academic improvement. Strategy's Expected Result/Impact: TLC Coaching Documentation Reviewed for Effectiveness 10% increase in student achievement scores Close achievement gaps Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$120,000		Formative		
		Nov	Feb	June
Strategy 9 Details		Formative Reviews		
Strategy 9: Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs. Strategy's Expected Result/Impact: Meet Title I Part A Element 5.1 requirements Improved academic, attendance, and/or behavior outcomes Increase in Student Achievement by 10% overall Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs of Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$65,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000		Formative		
		Nov	Feb	June
Strategy 10 Details		Formative Reviews		
Strategy 10: Title I, Part A Federal Program - 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. Strategy's Expected Result/Impact: Meet Title I Part A Element 4.1 requirements Review, Revise, and Determine annually Distribute to all parents yearly electronically or by hard copy Provide to all parents in English or Spanish Increase in Parent and Family Engagement participation Staff Responsible for Monitoring: Principal District Program Director		Formative		
		Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Title I, Part A Federal Program - The campus will 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, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members. Strategy's Expected Result/Impact: Meet Title I Part A Element 4.2 requirements Increase parent engagement from prior year Provide sessions in English and Spanish Offer sessions during the day, in the evening, and/or on Saturdays Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist Funding Sources: Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000, Materials for parent training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$800	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Title I, Part A Federal Program - The campus will conduct the comprehensive needs assessment through an ongoing basis to address necessary revisions to the campus improvement plan that will focus the campus on increasing the academic performance of all students Strategy's Expected Result/Impact: Meet Title I, Part A Element 1.1 Requirements CNA Documentation indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes All students will make at least one year's growth in Reading and Math Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
Strategy 13: Title I, Part A Federal Program - The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.1 requirements Documentation results indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes submitted. Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 14 Details	Formative Reviews		
Strategy 14: Title I, Part A Federal Program -The campus will complete formative reviews of the campus improvement plan in November, February, and June and the summative review in June through campus committees. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.2 requirements Documentation with meeting agendas, sign-in sheets, and minutes will be submitted. Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
Strategy 15: Title I, Part A Federal Program - The campus will "annually evaluate the schoolwide plan". Strategy's Expected Result/Impact: Meet Title I Part A Element 3.1 requirements Documentation indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes Adjust schoolwide plan as determined by the review Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 16 Details	Formative Reviews		
Strategy 16: The campus will conduct the required yearly program evaluations for all campus state allotment program funding as well as all federal program funding to identify campus needs and develop activities to include in the campus improvement plan that will focus the campus on increasing the academic performance of all students. Strategy's Expected Result/Impact: Documentation with meeting agendas, sign-in sheets, and minutes Program Evaluation Documentation indicated in the CIP Staff Responsible for Monitoring: Principal District Program Director	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
5	2	8	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$120,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	9	Costs of Student Success Specialist	Title I Part A Funds	\$65,000.00
5	2	11	Materials for parent training sessions	Title I, Part A Funds	\$800.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
Sub-Total					\$209,800.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$350.00
5	2	2	Supplemental instructional materials	Special Ed. Funds	\$450.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	\$10,000.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
Sub-Total					\$81,100.00