

Goose Creek Consolidated Independent School District

Dr. Johnny T. Clark, Jr. Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



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 providing advanced academic and social skills to be 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 twenty-first century, 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

667 students with 39% free and reduced.

Demographics:

2015-2016	2016-2017
• AA: 12%	11%
• AI: 0%	0.45%
• Asian: 1.5%	3.57%
• Hisp: 38.46%	39.38%
• White: 45%	42.64%
• Other: 2.87%	2.97%

Staff: 75% White, 14% Hispanic, 11% African American

We would like to ensure that we are interviewing and recruiting teachers that help us close the gap between teacher/students based on ethnic information. Our Hispanic teacher/student ratio is not as equal as the other ethnic groups. This may be in part because we are not a bilingual campus and most Hispanic teachers are bilingual teachers. We would like to have time during PLC to share any information that is gathered from staff developments and support beginning teachers. Our attendance rate as well as demographics have stayed fairly consistent over the last two school years. PreK and K need to bring up their attendance rates and have incentives such as bicycles just for their grade levels. Kindles are given each semester in a drawing to a boy and girl with perfect attendance.

Demographics Strengths

- Attendance Clerk keeps accurate records
- Good tracking system of ELLs
- Teacher consistency
- CAS on campus

Student Achievement

Student Achievement Summary

We looked at STAAR and Benchmark Data for the last two years as well as Benchmarks for the 2016-2017 school year. The data shows growth in student achievement in each subject from the last two years, especially in the number of students who achieve mastery on the STAAR. It also shows a need to get better at using formative assessments to address the special needs of struggling students in our LEP and Special Education populations. PLC discussions should target these groups next year to monitor whether interventions are working as planned.

Student Achievement Strengths

- 5th grade math and science
- Number of students who achieved mastery level went up from 7 to 10 percent in each subject year to year except 3rd grade to 4th grade reading (does not include 2017 scores)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education students in grades 3-5 have a passing rate of 50% or less on the reading STAAR tests. **Root Cause:** During ALT time, these students work on Fast Forward, a computerized system and do not receive remedial help on specific learning objectives from a reading teacher.

School Culture and Climate

School Culture and Climate Summary

Clark Elementary has many proactive behavior incentives, welcoming environment for new students and their parents and many opportunities for student participation for everyone to join. The committee feels that the district should provide a day at the beginning and middle of the year for parent conferences.

School Culture and Climate Strengths

- PBAS
- Proactive
- Procedures for safety
- Family Engagement opportunities
- Character education

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

After looking at the data, the greatest need was for professional development. When appropriate, we would like to allow teachers on the same team to go to the same training. There is also a need for more professional development opportunities for primary teachers, special education teachers, and specialists. The committee feels there is a need for a grammar curriculum in K-2 and more language arts training provided by the district. We would like to add more training opportunities during our PLC time.

Staff Quality, Recruitment, and Retention Strengths

- Teacher consistency
- Mentor programs for new teachers (including 2nd yr teachers)
- PLC Days: specialists meeting with other specialists from other schools
- Teams willing to work together

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers have expressed a need for more staff development in the content areas. **Root Cause:** Most teachers at Clark have 5 or less years of experience in the teaching field.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In looking at STAAR and Benchmark data across grade levels 3-5, we found that context clues is a strength for our campus. In grades 3-4, nonfiction text is a weakness whereas in 5th grade, fiction text is a weakness. Primary grades would like more staff development offerings for guided reading and a re-examination of phonics. Teachers view Fountas and Pinell as a program that requires too many paper copies making the program time intensive. Teachers like the Write Source, but feel they need a daily grammar warm-up. Primary teachers would like a grammar resource that incorporates teaching grammar as well as sentence construction. Teachers would like to have more resources for teaching geometry. Overall, this campus views science as a strength.

Curriculum, Instruction, and Assessment Strengths

- Reading - Context Clues, 3rd and 4th grade Fiction, 5th grade Non Fiction
- Math - Numerical Relationships across grade levels
- Writing - revision

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: In the area of writing, editing proficiency has decreased from 2016 STAAR to 2017 benchmark. **Root Cause:** More time is spent on writing compositions than direct grammar instruction.

Family and Community Involvement

Family and Community Involvement Summary

Our campus focus on a home/school connection by providing parents' opportunities to attend a variety of events. Parents perception of our school effectiveness is welcoming. Teachers expect at home support. Our communications are effective and are translated as necessary.

Family and Community Involvement Strengths

- Communication with parents (teacher conferences, Tuesday folders, behavior calendars)
- Community partners provide mentors and funds to provide activities and meet the needs of students

School Context and Organization

School Context and Organization Summary

Clark Elementary continues to create a positive climate that fosters high expectations for all students. Teachers collaborate through weekly PLCs and planning to improve student achievement and instruction. Formative, summative, and district assessments drive ALT groups and small group tutoring to ensure growth for all students. In addition this data is used to identify students and structure RTI interventions.

Based on the growth from the 2016-2017 school year, concerns with large class sizes in 4th and 5th grade due to community expansion has been presented. Campus administration has advocated to increase the number of teachers in high-volume grade levels in order to increase student achievement with district administration.

School Context and Organization Strengths

- ALT, PLC
- Students' needs are put first
- Planning time on Wednesdays

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students are not progressing through RTI in a reasonable time frame. **Root Cause:** Teachers need more training on the RTI process and how to effectively implement and monitor the interventions.

Technology

Technology Summary

Clark has Promethean Boards, iPads, computers, laptops, listening stations, wands, clickers, and one apple TV to support instruction. Fourth and fifth grade have 1:1 ratios for technology. Third grade uses an extra cart from fifth grade. Second grade uses the library laptops. First grade uses the new eReader ipad cart from the library. First and Kinder have 2 additional iPads per classroom. Each classroom has 2 student computers as well as a teacher computer.

Technology Strengths

- Most of the equipment is new and in good working condition
- Great CTS support
- Great District support - come and provide technology support and trainings

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

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

Evaluation Data Source(s) 1: Results from STAAR and district assessments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Disaggregate and analyze test data and grade distributions to target specific objectives and determine strengths from areas of concern, including achievement discrepancies among various student groups during PLC planning sessions. (Special emphasis on Reading: 3rd and 4th grade nonfiction, 5th grade fiction Math: K-5 computation, and Writing: K-5 editing)	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Improved Student Achievement			
Problem Statements: Curriculum, Instruction, and Assessment 1					
2) Use administrators, campus instructional specialists, interventionist, and teachers to facilitate PLC planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Improved Student Achievement			
Problem Statements: Curriculum, Instruction, and Assessment 1					
3) Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Improved Student Achievement			
4) Chart all K-2 students and struggling 3-5 students' ISIP, DRAs, and Guided Reading Levels on a spreadsheet to track progress and make adjustments as needed, specifically with an emphasis on ED Reading.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Improved Student Achievement			

5) Chart all K-5 students' CBAs and Benchmarks on a spreadsheet to track progress and make adjustments as needed, especially with an emphasis on ED reading.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Improved Student Achievement			
6) Provide specific resources, personnel, and extended instructional time to meet the needs of all students, including at-risk students, special education and ELL learners to improve their chance for success and close the achievement gap.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Improved Student Achievement			
Problem Statements: Student Achievement 1					
7) Provide effective STAAR preparation and materials for math, science, reading, and writing.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Improved Student Achievement			
8) Use Professional Learning Communities to ensure teachers understand and implement the Texas Essential Knowledge of Skills with a focus on African American, Special Education, LEP, and Economically Disadvantaged groups by conducting walkthroughs, T-TESS observations, and reviewing lesson plans.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Improved Student Achievement			
Problem Statements: Student Achievement 1					
9) Provide word of the week, arrival activity, integration in music, art, PE and displays in the hallways to increase students' knowledge of academic vocabulary in context.	Principal, Assistant Principal, Teachers	Improved Student Achievement			
10) Require students to answer questions in complete sentences and to write in complete sentences in all academic settings.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Improved Student Achievement			
11) Provide teacher training, teachers observing other teachers, and more non-fiction reading to improve students' expository writing and editing skills.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Improved Student Achievement			
12) Conduct 6 week RTI meetings during PLCs to ensure that the process runs effectively and efficiently and that students needs and accommodations are met in a timely manner.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Improved Student Achievement			
Problem Statements: School Context and Organization 1					

13) Provide grade level appropriate training during PLC 's to ensure that all members can gain knowledge and collaborate with each other over areas of need.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Improved Student Achievement			
14) Implement a charting system to track mastery of addition/subtraction in primary grades and multiplication/division in intermediate grades.	Principal, Assistant Principal, Teachers	Improved Student Achievement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Special Education students in grades 3-5 have a passing rate of 50% or less on the reading STAAR tests. Root Cause 1: During ALT time, these students work on Fast Forward, a computerized system and do not receive remedial help on specific learning objectives from a reading teacher.
Curriculum, Instruction, and Assessment
Problem Statement 1: In the area of writing, editing proficiency has decreased from 2016 STAAR to 2017 benchmark. Root Cause 1: More time is spent on writing compositions than direct grammar instruction.
School Context and Organization
Problem Statement 1: Students are not progressing through RTI in a reasonable time frame. Root Cause 1: Teachers need more training on the RTI process and how to effectively implement and monitor the interventions.

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

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

Evaluation Data Source(s) 1: Results from STAAR, TELPAS, and district assessments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement the ESL program so that English Language Learners (ELLs) progress one language proficiency level yearly and reach English attainment within 3-5 years.	Principal, Assistant Principal, Teachers	Analyze lesson plans			
	Funding Sources: Coordination of Local and State Funds - 300.00				
2) Provide Imagine Learning instruction for 1st and 2nd grade ELL students.	Principal, Assistant Principal, Teachers	Analyze lesson plans, STAAR results, TELPAS			
3) Implement the GATE program so that all GATE students are taught at their highest potential through accelerated instruction and achieve Master performance on STAAR.	Principal, Assistant Principal, Teachers	Analyze lesson plans			
	Funding Sources: Coordination of Local and State Funds - 200.00				
4) Implement the Special Education program so that all Special Education students are taught in the least restrictive environment to improve learning outcomes	Principal, Assistant Principal, Teachers	Analyze lesson plans, STAAR results			
	Problem Statements: Student Achievement 1				
5) Provide Fast Forward instruction for struggling special education students. (Not during ALT time)	Principal, Assistant Principal, Teachers	Analyze lesson plans, STAAR results			
	Problem Statements: Student Achievement 1				
	Funding Sources: Coordination of Local and State Funds - 300.00				
6) Create vertical teams and implement vertical alignment meetings once a semester or as needed to focus on the needs of all students.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Review Sign ins			
7) Provide staff development to address the needs in core content areas, technology, and with at-risk students within special groups including ELL and Special Education.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Review Sign ins			
	Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Performance Objective 1 Problem Statements:

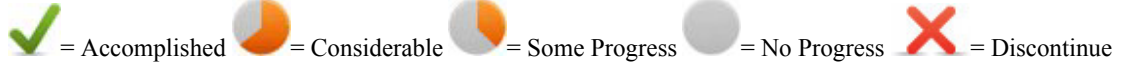
Student Achievement
<p>Problem Statement 1: Special Education students in grades 3-5 have a passing rate of 50% or less on the reading STAAR tests. Root Cause 1: During ALT time, these students work on Fast Forward, a computerized system and do not receive remedial help on specific learning objectives from a reading teacher.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Teachers have expressed a need for more staff development in the content areas. Root Cause 1: Most teachers at Clark have 5 or less years of experience in the teaching field.</p>

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: Ensure that all Clark students are enrolled in school and are coming to school on a daily basis

Evaluation Data Source(s) 1: PEIMS reports and office referrals

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Promote high attendance (97%) or above school-wide and incorporate incentive programs for students and teachers. Create a separate incentive for PreK/K from 1st through 5th.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Review & Analyze PEIMS report			
2) Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Review Agendas			
3) Use mentors- community members and staff members to work with at-risk students.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Decreased office referrals, STAAR results			
4) Provide a safe learning environment through utilizing the PBIS model.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Decreased discipline referrals			
5) Use the counselor to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom.	Principal, Assistant Principal, Counselor	Decreased office referrals			
					

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 Source(s) 1: Discipline referrals and teacher surveys

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement a school-wide reward and incentive program for positive student behavior.	Principal, Assistant Principal, Teachers, Campus Academic Specialist, Intervention Teacher	Decreased number of discipline referrals			
2) Incorporate a school-wide conflict resolution and problem-solving program (Olweus) to reduce discipline referrals and bullying incidents.	Principal, Assistant Principal, Counselor	Decreased number of discipline referrals			
3) Promote positive staff morale with a variety of incentives.	Principal, Assistant Principal, Counselor	Analyze Teacher Survey			
					

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

Performance Objective 1: Recruit and retain highly effective personnel.

Evaluation Data Source(s) 1: District hiring reports and staff development reports

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.	Campus Administrators	Analyze Job fair report			
2) Assure all assignments and re-assignments are filled with highly effective staff.	Campus Administrators	Review and Adjust Master Schedule			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	Campus Administrators	Review Minutes			
4) Ensure low-income students and minority students are taught at higher rates than other student groups by experienced teachers	Campus Administrators	Review Master Schedule and Teacher Service Record			
5) Assess the staff development needs of those teachers not meeting highly effective requirements.	Campus Administrators	Review Staff Development Needs Assessment			
6) Develop and implement a Teacher Intervention Plan for all non-highly qualified teachers.	Campus Administrators	Plans written for each non-highly effective teacher Plans reviewed and submitted to personnel within 6 weeks of hire			
7) Conduct mid-year review of teacher staff development hours.	Campus Administrators	Review Staff Development Report			
8) Select only highly effective teacher from the applicant pool.	Campus Administrators	Review highly effective Audit Report			
9) Ensure campus personnel decision-makers are available during peak recruiting/hiring times.	Campus Administrators	Submit campus staffing assignments by June 30			
10) Terminate teachers who have not met the requirement as highly effective by the required timeline.	Campus Administrators	Review list for which teachers are not highly effective in their subject and communicate that they will not be recommended for renewal			
11) Encourage and solicit teachers to add subject area certifications.	Campus Administrators	Review additional subject area certifications attained			
12) Encourage teachers to become ESL and GT certified.	Campus Administrators	Review Teachers with ESL and GT certification			
13) Implement a mentor system for 1st and 2nd year teachers.	Campus Administrators	Review Retainment of teachers			
					

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 Source(s) 1: Parent/teacher surveys and activity sign in sheets

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners.	Principal, Assistant Principal, COVESTRO	Review sign ins			
2) Recruit active parent and teacher members for PTO	Principal, Assistant Principal	Analyze Parent Survey			
3) Utilize a variety of methods to communicate between school and home to support ongoing student success * Campus Newsletter *Tuesday Folders *Grade Level Behavior Plans.	Campus Administrators, Counselor	Analyze Parent/Teacher Surveys			
4) Coordinate and schedule family involvement nights/events each semester and use incentives to increase attendance.	Campus Administrators, Counselor	Review Sign in sheets			
5) Provide instructional field trips and classroom lessons inviting parent help and participation.	Principal	Review Sign in sheets			
6) Utilize a variety of methods to communicate between school and home to minimize unnecessary school interruptions. Ex. lunches, transportation	Campus Administrators, Counselor, Teachers	Review Sign out sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 7: Clark Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Maximize student achievement by integrating technology in all content areas

Evaluation Data Source(s) 1: Results from STAAR, CBAs, Benchmarks, and lab schedule

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Integrate technology into all content areas by using available resources (EduSmart, Think Through Math, IStation, Imagine Learning, Hatch, Waterford, Type to Learn, AR Scholastics, Promethean Boards) in order to enhance the curriculum and reduce the achievement gap for at-risk students (including M1 and M2 students) with assistance from district-provided staff.	Principal, Assistant Principal, Teachers	Analyze STAAR, CBAs, and Benchmarks			
2) Use iPads and laptops in the 4th and 5th grade classrooms to maximize learning.	Principal, Assistant Principal, Teachers	Increased use of laptops			
3) Use GCTV to ensure that Deaf Education students can comprehend morning announcements each day.	Principal, Assistant Principal	Provide morning announcements provided on GCTV			
4) Insure clickers have batteries and are operational all year long to increase student engagement with technology.	Principal, Assistant Principal, Teachers, CTS	Analyze STAAR, CBAs and Benchmarks			
					

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Katherine Cruz	Principal
Classroom Teacher	Lori Emerson	Kindergarten
Classroom Teacher	Sheila Circello	1st Grade
Classroom Teacher	Kelli Gilbert	2nd Grade
Classroom Teacher	Melissa Madden Truncale	3rd Grade
Classroom Teacher	Deidre JohnBaptiste	4th Grade
Classroom Teacher	Christopher Scott	5th Grade
Classroom Teacher	Kevin Lewis	Specialist
Classroom Teacher	Jo Ann Felder	Special Education
Classroom Teacher	Erin Stokes	Deaf Education
Paraprofessional	Ashley Parker	Educational Aide
Administrator	Kemberly Scheidt	Assistant Principal
Classroom Teacher	Angela Carr	CAS
Classroom Teacher	Kelly Lorenz	Reading Interventionists

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
2	1	3	Supplemental instructional materials	GT Funds	\$200.00
2	1	5	Supplemental instructional materials	Special Education Funds	\$300.00
Sub-Total					\$800.00
Grand Total					\$800.00

Addendums

PLC Agenda
April 17, 2017
Clark Elementary

8:00-8:30	Plans for the day/Celebration
8:30-9:00	Placement Cards and Groupings
9:00-11:30	CNA plan (See attached paper for groups)
11:30-1:00	Lunch Time
1:00-2:15	PLC Time (Christi Lackey will meet with Kindergarten teachers. Mrs. Griffin will meet with first grade teachers.)
2:15-3:30	PLC Time (Christi Lackey will meet with first grade teachers. Mrs. Griffin will meet with Kindergarten teachers.)

Items to have completed:

- **Common Formative and Summative assessments for the sixth six weeks**
- **ALT groupings**

Demographics

Kem Scheidt

Aleasha Shipley

Jaime Lopez

Tierany Griffin

Amanda Mayo

Ivy Martinez

Aaron Berklund

Stephanie Halligan

Staff Quality, Recruitment and Retention

Kem Scheidt

Aleasha Shipley

Jaime Lopez

Tierany Griffin

Amanda Mayo

Ivy Martinez

Aaron Berklund

Stephanie Halligan

Family and Community Involvement

Nicolle Thibodeaux

Brooke Rhoades

Natalie Palma

Amy Wood

Cindy Osburn

Jo McGrew

Rebekah Grisham

Dawn Hill

School Culture and Climate

Nicolle Thibodeaux

Brooke Rhoades

Natalie Palma

Amy Wood

Cindy Osburn

Jo McGrew

Rebekah Grisham

Dawn Hill

Student Achievement

Angela Carr

Deidre JohnBaptiste

Angela Goss

Angela Harris

Ann Garrett

Melissa Sanford

Edna Gomez

Erin Stokes

Technology

Deidre Richard

Laura Burke

Kelli Gilbert

Kevin Lewis

Melissa Truncale

Olivia Belt

Heather Lorton

Curriculum, Instruction, and Assessment

Kelly Lorenz

Lori Emerson

Vernon Troutman

Jo Ann Felder

Marty Hooks

Stacia Laird

Christopher Scott

Annette Slawson

School Context and Organization

Susan Griffin

Shelia Circello

Megan Venable

Dana Baker

Molly Johnson

Elizabeth Motes

Molly Barr

Stephanie Allen



Learning is the greatest form of **MAGIC!**



Date: 4/17/2017

Faculty Meeting: PLC Day and CNA

Name	Signature
Baker, Dana	Dana Baker
Barr, Molly	Molly Barr
Belt, Oliva	Olivia Belt
Berklund, Aaron	Aaron Berkund
Burke, Laura	LBurke
Carr, Angela	
Circello, Shelia	Shelia Cicello
Cooper, Tiffany	Stephani Allen
Davis, Rachel	
Emerson, Lori	Lori Emerson
Felder, Jo Ann	Jo Ann Felder
Forehand, Debra	
Garrett, Ann	Ann Garrett
Gilbert, Kelli	Kelli Gilbert
Gomez, Edna	Edna Gomez
Goss, Angela	Angie Goss
Griffin, Susan	Susan Griffin
Griffin, Tierany	Tierany Griffin
Grisham, Rebekah	Rebekah Grisham
Halligan, Stephanie	Stephanie Halligan
Harris, Angela	Angela Harris
Hill, Dawn	Dawn Hill
Hooks, Marty	
JohnBaptiste, Deidre	Deidre JohnBaptiste



Johnson, Molly	M
Joyner, Suzi	S Joyner
Laird, Stacia	Stacia Laird
Lewis, Kevin	K Lewis
Lopez, Jaime	J Lopez
Lorenz, Kelly	Kelly Lorenz
Lorton, Heather	H Lorton
Martinez, Ivy	Ivy Martinez
Mayo, Amanda	A Mayo
McGrew, Jo	Jo McGrew
Motes, Elizabeth	E Motes
Osburn, Cindy	C Osburn
Palma, Natalie	Natalie Palma
Powell, Renee	R Powell
Rhoades, Brooke	B Rhoades
Richard, Deidre	Deidre Richard
Sanford, Melissa	M Sanford
Scheidt, Kemberly	Kemberly Scheidt
Scott, Christopher	C Scott
ShIPLEY, Aleasha	Aleasha Shipley
Slawson, Annette	Annette Slawson
Stokes, Erin	Erin Stokes
Thibodeaux, Nicolle	N Thibodeaux
Troutman, Vernon	V Troutman
Truncale, Melissa	M Truncale
Venable, Meagan	Meagan Venable
Wood, Amy	A Wood

Buenrostro, Monica	Monica Buenrostro
Cardenas, Letty	
Cortez, Valarie	Valarie Cortez
Earthman, Tammy	Tammy Earthman
Grigsby, Jaime	Jaime Grigsby
Marshall, Darrye	Darrye Marshall
Montoya, Jessica	
Parker, Ashley	Ashley Parker
ShIPLEY, Janice	Janice Shipley
Tarver, Julie	Julie Tarver
Tovar, Miriam	
Thierry, Kourtne	Kourtne Thierry
Wheeler, Tierra	Tierra Wheeler

We are Clark!



Campus: Clark Elementary

School Year: 2016-2017

Date Completed: May 24, 2017

**Program Evaluation
for
Gifted and Talented-Program Intent "21"**

Program Funding Amount for Current School Year:	\$ 523
Specific Program Expenditures for the current school year (staff, materials, etc.)	Eight certified GATE teachers 4TH ; 5TH Higher Level Novel sets
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	<ul style="list-style-type: none">• Freedom ; flexibility• GATE showcase• Certified teachers
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	<ul style="list-style-type: none">• Increase GATE library• Parent Meetings• Standard GATE guidelines

Campus: Clark Elementary

School Year: 2016-2017

Date Completed: May 24, 2017

Program Evaluation for Special Education-Program Intent "23"

<p>Program Funding Amount for Current School Year:</p>	<p style="text-align: center;">\$ 258</p>
<p>Specific Program Expenditures for the current school year (staff, materials, etc.)</p>	<p>Math workbooks, Comprehension Workbooks, Phonic Workbooks, Phonic Cards/Games Peapods (Behavior Class) 2 Resource / Inclusion Teachers 1 Behavior Support Teacher 2 Para professionals</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Comraderie between district-wide sped teacher ; with Clark's general-ed. teachers/staff</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Fidget/Sensory manipulatives for Behavior Intervention More Sped. Informative Meetings more staff developments on approaches to better reach students with special needs</p>

Campus: Clark

School Year: 2016-2017

Date Completed: May 24, 2017

Program Evaluation for Bilingual/ESL-Program Intent "25"

Program Funding Amount for Current School Year:	\$ 315
Specific Program Expenditures for the current school year (staff, materials, etc.)	ESL teachers Materials: Idiom Tales, Learn to Write, Graphic Organizers, Word Mats, Califone Card Reader with rhyming words, Integrating Science with Reading
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	<ul style="list-style-type: none">• 71% of students showed at least one year of growth• All teachers SIOP trained
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	<ul style="list-style-type: none">• All teachers to be ESL certified• Continue support for writing in all content areas

Campus: Clark

School Year: 2016-2017

Date Completed: May 24, 2017

**Program Evaluation
for
State Compensatory Education-Program Intent "24, 26, 28, and 30"**

Program Funding Amount for Current School Year:	\$ 7,490
Specific Program Expenditures for the current school year (staff, materials, etc.)	Two retired teachers who tutored struggling students STAAR Materials
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	<ul style="list-style-type: none">• Writing improvements from 1st benchmark• Student growth in reading
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	<ul style="list-style-type: none">• Continue tutorials for students at risk• Need a math tutor to assist CAS

Campus: Clark Elementary

School Year: 2016-2017

Date Completed: May 24, 2017

**Program Evaluation
for
Pre-Kindergarten-Program Intents "32-35"**

Program Funding Amount for Current School Year:	<i>None</i>
Specific Program Expenditures for the current school year (staff, materials, etc.)	<i>PreK Teacher & Aide</i>
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	<ul style="list-style-type: none"><i>• Ipads for all Prek students</i><i>• Waterford Program</i>
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	<ul style="list-style-type: none"><i>• Attendance of students</i><i>• More academic support at home</i>

Campus: Clark Elementary

School Year: 2016-2017

Date Completed: May 24, 2017

Program Evaluation for Parent Involvement Opportunities

Program Funding Amount for Current School Year:	<i>None</i>
Specific Program Expenditures for the current school year (staff, materials, etc.)	<ul style="list-style-type: none">• <i>Materials for Family Nights</i>• <i>Flyers about events</i>• <i>Door Prizes</i>
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	<ul style="list-style-type: none">• <i>Parents have many opportunities to be a part of school</i>• <i>PTO is very active</i>
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	<ul style="list-style-type: none">• <i>Better attendance at Family Nights</i>• <i>Better attendance at school</i>