

Conroe Independent School District
Clark Intermediate
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2023-2024 school year, Clark Intermediate met all three target areas:

Domain 1: Student Achievement

Domain 2: School Progress

Domain 3: Closing Performance Gaps

These scores result in Clark Intermediate receiving a 2023 Accountability A Rating.

While the campus shows overall strong scores in comparison to district averages, there are still some specific gaps in student groups within our campus. These groups include emergent bilingual, economically disadvantaged, and African American students. These areas need to be targeted for more personalized learning, to meet set targets. The campus percentage of Meets Grade Level, the following summarizes the areas in need:

	Meets	Masters
Math	81%	47%
ELA	78%	48%
Science	64%	32%

Student Achievement Strengths

Student Achievement Strengths

Clark Intermediate continues to challenge students to reach not only meets, but also Masters level in all subjects. Grade 5 Math and ELA continues to grow students at very high rates making it much more difficult to replicate that growth in 6th grade. Additionally, we have continued to see growth on TELPAS for our students who are Emergent Bilingual. Overall, our campus had about half of our students receive Masters level in Reading and in Math. The campus is proud to have earned an Accountability Rating of an A for the 2023-2024 school year.

The campus continues to work hard to promote room transformations, hands on experiences, and learning through movement and music.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): We have a group of students who regressed from a higher level of performance on the Math STAAR to a lower level of performance. **Root Cause:** Consistent rigor and engagement in the classroom among all teachers could improve.

Problem Statement 2 (Prioritized): We have a group of students who regressed from a higher level of performance on the Reading STAAR to a lower level of performance. **Root Cause:** Consistent rigor and engagement in the classroom among all teachers could improve.

Problem Statement 3 (Prioritized): The percentage of African American students performing at Masters grade level is significantly lower than other subgroups in all subject areas. **Root Cause:** This is an unidentified area of concern and teachers and staff have not worked to improve this area.

Problem Statement 4: We have a high percentage of students that are achieving high approaches who are close to achieving meets in ELA & Math. **Root Cause:** The new redesign STAAR questions and the mode of testing impacts achievement level in these students.

Problem Statement 5 (Prioritized): We want to maintain the number of students who show growth on TELPAS, especially, as the standard changes in the coming years. **Root Cause:** In the coming years students will be expected to grow in 3 of the 4 domains on TELPAS.

Problem Statement 6 (Prioritized): In Science, we need to maintain or increase the percentage of students to achieve meets or higher on STAAR. **Root Cause:** The state has adopted new TEKS in all grade levels in science causing a lack of resources and gaps in content.

Problem Statement 7: In Math, we show a limited amount of academic growth from 5th grade to 6th grade. **Root Cause:** In Math, we show a large amount of growth from 4th grade to 5th grade making it difficult for the 6th grade math students to show the same growth with more difficult curriculum.

Problem Statement 8 (Prioritized): Clark has a slower growth in economically disadvantaged students from meets to masters overall compared to our comparison group. **Root Cause:** When compared to other schools, our percentage of SES students are decreasing, it is made more difficult to achieve relative performance

Culture and Climate

Culture and Climate Summary

At Clark Intermediate, the campus staff has undergone Cultural and Diversity Awareness training. We strive to hire campus personnel that reflects the cultural and diverse student body. Teachers work to encourage, promote, and plan lessons to ensure all cultural backgrounds are valued and represented. Our Cultural/Diversity/Inclusion Committee works hard to ensure that every student matters.

Students' academic, social and emotional needs are a priority. Clark Intermediate strives to ensure a safe and orderly environment conducive to learning for all students and staff. The campus provides many opportunities for staff to collaborate, connect, and network with one another, through the use of social media for sharing ideas. Students develop a sense of self and social awareness, appreciation of one another's differences, and successfully manage their emotions and behaviors. Clark Intermediate strives to ensure a safe and orderly environment conducive to learning for all students and staff through Positive Behavior Intervention Systems (PBIS), such as Foundations and CHAMPS. Our students develop a healthy sense of self and social awareness, embrace diversity with empathy and respect for others, successfully manage their emotions, behaviors, and make responsible decisions.

The ultimate goal at Clark is to ensure that every child who steps on our campus, leaves a better human being.

Culture and Climate Strengths

At Clark Intermediate, we are proud that Cultural and Diversity training took place during the 2019 school year. We continue to learn and train throughout the year, to ensure our staff is aware of the needs of our community. During the 21-22 school year, a CDI (Cultural/Diversity/Inclusion Committee) was created to ensure inclusivity and celebration of all students. Each month, the campus highlighted and celebrated diverse groups, like Black History Month, Women's History Month, Autism Awareness Month, and Asian American Heritage Month.

To share the story of our campus staff, we implemented a "Humans of Clark" initiative where staff members would share their personal achievements and cultural backgrounds with students.

All Clark students and staff are a part of one of four houses representing courage, selflessness, friendship, and innovation. The Clark House System promotes student relationships, friendships, and a sense of belonging. It brings acceptance for all students, regardless of their cultural and economic background.

Students at Clark Intermediate are celebrated each month through Cub Cause Awards for Character. Students who have gone above and beyond to show random acts of kindness, leadership, friendship, and dedication to the school are recognized in a ceremony.

Counselors offer daily support through guidance lessons, problem-solving techniques, individual support, lunch bunches, virtual social hours, and anti-bullying strategies. They also offer a school wide mentor program in which students who need a connection for self-confidence and academic needs are given time to build relationships with the adults on campus. During the 21-22 school year, the Clark counselors ran resilience training and parent support groups to assist the Clark parent community with current challenges.

The Clark Essential 25 was created for students to be explicitly taught a set of foundational procedures and soft skills. Each week, a new expectation is taught, practiced, modeled and highlighted to allow students opportunities to build on their own character in order to ready them for adulthood.

A variety of student clubs are offered at Clark to allow students a chance to build on their individual strengths and skills. This allows students to connect with one another, outside their classroom. Clubs include Broadcast Club, Cubs Connection Student Newspaper, Student Council Leadership, Spanish Club, Ambassador Club, and UIL+ Academics competition. Additionally, the campus added a Principal's Leadership Academy which empowered students to have a voice about current events and needs of the campus.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Our special education students make up a greater percentage of discipline referrals and out of placements. **Root Cause:** Initially, students come to us with ineffective behavior intervention plans and goals, and the placement of behavior programs on our campus.

Problem Statement 2 (Prioritized): Some students have a high level of anxiety and lack of resilience on our campus. **Root Cause:** The influence of social media, a highly competitive community, and external pressures are some factors that contribute to high levels of anxiety

Problem Statement 3 (Prioritized): The PBIS level of consequences framework developed by the Foundations Team are not be consistently implemented. **Root Cause:** Feelings of inconsistency is due to a lack of knowledge in levels of behavior and related consequences.

Problem Statement 4 (Prioritized): Using information provided by the Clark counselors, there is a portion of students that are not 'plugged in' on campus (i.e. clubs, extracurricular activities, etc). **Root Cause:** The lack of transportation has impacted some students ability to attend clubs or fine arts enrichment outside of school hours.

Problem Statement 5 (Prioritized): Students are not initially identified properly and/or placed appropriately based on student needs. **Root Cause:** More consistent documentation regarding student behavior and academics for placement needs within the school.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and communities are essential components to a child's successful educational experience. Clark Intermediate is committed to strengthening the partnership between schools and home. Parents are encouraged to be an active participant in the education of their child.

Families are encouraged to keep in close two-way communication with the school. Some examples include notices from the school, checking social media outlets, and reading the student-written newsletter each month. Parents are encouraged to contact the teacher or the school office when questions arise.

Our campus has great success, due to the partnerships created with families and the community. We will continue to explore opportunities to better meet the needs of students through gaining these key partners by providing opportunities for input, shared decision making, and active engagement within schools.

Parent and Community Engagement Strengths

Clark Intermediate has an involved Parent Teacher Organization. They work closely with the administration and teachers on campus to develop school wide supports for all students. These include Spirit Nights which support local community businesses, the Clark Family Fiesta, purchasing classroom tools to increase innovative instruction, student awards, supporting field trips, and giving back to the staff.

Clark Intermediate has expanded communication outlets such as Facebook, Twitter, YouTube, School Messenger, emails, text, marquee announcements, and student-led newspaper. Additionally, Clark has honored first responders and veterans through a special ceremony presented by students.

Nearby community businesses and non-profit organizations have engaged with the Clark community to bring supplies and resources to families in need.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): The campus is needing to provide more parent training and guidance in resiliency and social/emotional needs of their children. **Root Cause:** The current state of the world has provided much anxiety and fear within our families.

Problem Statement 2: Parents have not been as engaged in Parent Access and Canvas. **Root Cause:** Lack of training and understanding of new systems.

Priority Problem Statements

Problem Statement 1: The campus is needing to provide more parent training and guidance in resiliency and social/emotional needs of their children.

Root Cause 1: The current state of the world has provided much anxiety and fear within our families.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 2: Using information provided by the Clark counselors, there is a portion of students that are not 'plugged in' on campus (i.e. clubs, extracurricular activities, etc).

Root Cause 2: The lack of transportation has impacted some students ability to attend clubs or fine arts enrichment outside of school hours.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: We have a group of students who regressed from a higher level of performance on the Reading STAAR to a lower level of performance.

Root Cause 3: Consistent rigor and engagement in the classroom among all teachers could improve.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: We have a group of students who regressed from a higher level of performance on the Math STAAR to a lower level of performance.

Root Cause 4: Consistent rigor and engagement in the classroom among all teachers could improve.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Students are not initially identified properly and/or placed appropriately based on student needs.

Root Cause 5: More consistent documentation regarding student behavior and academics for placement needs within the school.

Problem Statement 5 Areas: Culture and Climate

Problem Statement 6: Some students have a high level of anxiety and lack of resilience on our campus.

Root Cause 6: The influence of social media, a highly competitive community, and external pressures are some factors that contribute to high levels of anxiety

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Our special education students make up a greater percentage of discipline referrals and out of placements.

Root Cause 7: Initially, students come to us with ineffective behavior intervention plans and goals, and the placement of behavior programs on our campus.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 8: The PBIS level of consequences framework developed by the Foundations Team are not be consistently implemented.

Root Cause 8: Feelings of inconsistency is due to a lack of knowledge in levels of behavior and related consequences.

Problem Statement 8 Areas: Culture and Climate

Problem Statement 9: We want to maintain the number of students who show growth on TELPAS, especially, as the standard changes in the coming years.

Root Cause 9: In the coming years students will be expected to grow in 3 of the 4 domains on TELPAS.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: In Science, we need to maintain or increase the percentage of students to achieve meets or higher on STAAR.

Root Cause 10: The state has adopted new TEKS in all grade levels in science causing a lack of resources and gaps in content.

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: Clark has a slower growth in economically disadvantaged students from meets to masters overall compared to our comparison group.

Root Cause 11: When compared to other schools, our percentage of SES students are decreasing, it is made more difficult to achieve relative performance

Problem Statement 11 Areas: Student Achievement

Problem Statement 12: The percentage of African American students performing at Masters grade level is significantly lower than other subgroups in all subject areas.

Root Cause 12: This is an unidentified area of concern and teachers and staff have not worked to improve this area.





Problem Statement 12 Areas: Student Achievement

Goals

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: We will increase the percentage of students performing at masters level on the STAAR in Math & ELA in both grade levels.

Strategy 1 Details	Reviews		
<p>Strategy 1: Instructional Coaches will work with ELA & Math teams to ensure that appropriate rigor such as extension or enrichment activities and additionally, higher level questioning and student talk is being implemented in the classroom</p> <p>Strategy's Expected Result/Impact: Students will be challenged with the appropriate level of rigor during classroom instruction and assessment.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches ELA Teachers</p> <p>Problem Statements: Student Achievement 1, 2</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Instructional Coaches will facilitate "Data Talks" and data reviews regularly during PLC to identify students who made Master's on STAAR ELA in the previous year, but are showing regression to Meets level on campus assessments, Quarterly Assessment and/or Interims. These students will be placed in targeted SMART time groups.</p> <p>Strategy's Expected Result/Impact: Early intervention will allow us to close gaps for students and build confidence in material.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principals Instructional Coaches Science Teachers</p> <p>Problem Statements: Student Achievement 2</p>	Formative		Summative
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Student Achievement





Problem Statement 1: We have a group of students who regressed from a higher level of performance on the Math STAAR to a lower level of performance. **Root Cause:** Consistent rigor and engagement in the classroom among all teachers could improve.

Problem Statement 2: We have a group of students who regressed from a higher level of performance on the Reading STAAR to a lower level of performance. **Root Cause:** Consistent rigor and engagement in the classroom among all teachers could improve.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: In 5th grade Science, we will increase the percentage of students performing at Masters Level from 32% to 35%.

Strategy 1 Details	Reviews		
<p>Strategy 1: During PLC, Instructional Coaches will facilitate "Data Talks" with Science teachers to identify and provide targeted small group instruction to students that are performing at high meets levels and students who attained Masters on STAAR but have shown regression on common classroom assessments and district assessments.</p> <p>Strategy's Expected Result/Impact: Students will be more confident on rigorous scientific questions and academic vocabulary.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Science Teachers</p> <p>Problem Statements: Student Achievement 6</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: The Science team and Instructional Coaches will work together in PLC to analyze the newly adopted Science TEKS and how they can best be taught to ensure student learning in preparation for coming exams.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to new TEKS, but the new TEKS will not create a gap in learning for students.</p> <p>Problem Statements: Student Achievement 6</p>	Formative		Summative
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 6: In Science, we need to maintain or increase the percentage of students to achieve meets or higher on STAAR. Root Cause: The state has adopted new TEKS in all grade levels in science causing a lack of resources and gaps in content.</p>


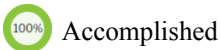
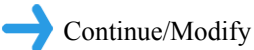

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the percentage of African American students scoring at the "Masters Grade Level" standard by 5% on STAAR across all subjects.

Evaluation Data Sources: District Quarterly Assessments, Interim Data, Common Assessment Data, IEP Goals

Strategy 1 Details	Reviews		
<p>Strategy 1: Instructional Coaches will work with PLC's to identify African American students who are on the bubble, who may need extra enrichment or extension to obtain Masters level on STAAR.</p> <p>Strategy's Expected Result/Impact: Increased achievement for African American students.</p> <p>Staff Responsible for Monitoring: Administration Counselors Diagnostician Special Ed Teachers Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p>	Formative		Summative
	Dec	Mar	June

Performance Objective 3 Problem Statements:





Student Achievement
<p>Problem Statement 3: The percentage of African American students performing at Masters grade level is significantly lower than other subgroups in all subject areas. Root Cause : This is an unidentified area of concern and teachers and staff have not worked to improve this area.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: In both grade levels we will increase the percentage of economically disadvantaged performing at Meets Level from 58% to 62%.

Evaluation Data Sources: District Quarterly Assessments, Interim Data, Common Assessment Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will develop lessons that incorporate varied perspectives and experiences to make sure instruction is relevant and relatable.</p> <p>Strategy's Expected Result/Impact: Overall increase in performance level for our economically disadvantaged students.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 8</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: During PLC teachers will work with instructional coaches to identify economically disadvantaged students who may be are regressing or showing no growth and ensuring they are receiving targeted intervention during SMART time with other students. Additionally, teachers will collaborate with admin and counselors to help remove barriers to learning that may be present.</p> <p>Strategy's Expected Result/Impact: Increased engagement and challenging students to be able to meet the rigor of test like STAAR.</p> <p>Problem Statements: Student Achievement 8</p>	Formative		Summative
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 4 Problem Statements:

Student Achievement





Problem Statement 8: Clark has a slower growth in economically disadvantaged students from meets to masters overall compared to our comparison group. **Root Cause:** When compared to other schools, our percentage of SES students are decreasing, it is made more difficult to achieve relative performance

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: We will increase the number of Emergent Bilingual students who show growth in 3 or more domains on TELPAS.

Evaluation Data Sources: Common Assessments, Interim Assessments, and District Quarterly Assessments

Strategy 1 Details	Reviews		
<p>Strategy 1: During SMART Time we will utilize Summit K-12 in order to have our EB students practice in all domains for their TELPAS Exam.</p> <p>Strategy's Expected Result/Impact: EB students will be exposed to a wide range of academic vocabulary, strategies prior to sitting for tests like TELPAS, but also STAAR, Interims & Quarterly Assessments.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, and Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Technology for EB Students - Title III - \$5,500</p>	Formative		Summative
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 5 Problem Statements:





Student Achievement
<p>Problem Statement 5: We want to maintain the number of students who show growth on TELPAS, especially, as the standard changes in the coming years. Root Cause: In the coming years students will be expected to grow in 3 of the 4 domains on TELPAS.</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: The campus principal and secretaries will work to have an effective and balanced budget, but also ensure structures and processes are in place to ensure campus funds are being tracked and spent appropriately.

Evaluation Data Sources: eFinance budget

Strategy 1 Details	Reviews		
<p>Strategy 1: Principal will meet twice per week with secretaries for huddles to discuss budgets, plan for upcoming events, and school experiences.</p> <p>Strategy's Expected Result/Impact: Effective and balanced budget to enhance school experiences</p> <p>Staff Responsible for Monitoring: Principal and Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 5 - Culture and Climate 4 - Parent and Community Engagement 1</p>	Formative		Summative
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 5: We want to maintain the number of students who show growth on TELPAS, especially, as the standard changes in the coming years. Root Cause: In the coming years students will be expected to grow in 3 of the 4 domains on TELPAS.</p>
Culture and Climate
<p>Problem Statement 4: Using information provided by the Clark counselors, there is a portion of students that are not 'plugged in' on campus (i.e. clubs, extracurricular activities, etc). Root Cause: The lack of transportation has impacted some students ability to attend clubs or fine arts enrichment outside of school hours.</p>
Parent and Community Engagement
<p>Problem Statement 1: The campus is needing to provide more parent training and guidance in resiliency and social/emotional needs of their children. Root Cause: The current state of the world has provided much anxiety and fear within our families.</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Clark will implement a process to ensure that all levels of leadership communicate effectively to all stakeholders. Additionally, we will work to create an intentional plan for developing leaders at Clark.

Evaluation Data Sources: Teacher input, surveys, town hall meetings.

Strategy 1 Details	Reviews		
<p>Strategy 1: Within the administrative team, we will have sub-committees (Campus Leadership Team, Instructional, Faculty Council) focused on specific areas that will work to meet campus goals. Additionally, we are developing a leadership pipeline fore future administrators, counselors, and Instructional Coaches.</p> <p>Strategy's Expected Result/Impact: Communication of key information as well a pipeline of leaders ready for the next step.</p> <p>Problem Statements: Culture and Climate 1, 3</p>	Formative		Summative
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Our special education students make up a greater percentage of discipline referrals and out of placements. Root Cause: Initially, students come to us with ineffective behavior intervention plans and goals, and the placement of behavior programs on our campus.</p>
<p>Problem Statement 3: The PBIS level of consequences framework developed by the Foundations Team are not be consistently implemented. Root Cause: Feelings of inconsistency is due to a lack of knowledge in levels of behavior and related consequences.</p>





Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: The campus will work to hire highly qualified staff to promote a diverse and positive school climate.

Evaluation Data Sources: Human Resources and Certification checks

Strategy 1 Details	Reviews		
<p>Strategy 1: Clark staff will attend the CISD Job Fair in order to recruit highly qualified staff. Strategy's Expected Result/Impact: Job openings will be filled with highly qualified teachers and paraprofessionals. Staff Responsible for Monitoring: Administration Instructional Coaches Team Leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Culture and Climate 4</p>	Formative		Summative
	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Culture and Climate
<p>Problem Statement 4: Using information provided by the Clark counselors, there is a portion of students that are not 'plugged in' on campus (i.e. clubs, extracurricular activities, etc). Root Cause: The lack of transportation has impacted some students ability to attend clubs or fine arts enrichment outside of school hours.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Increase the opportunities for students to engage in both academic and nonacademic clubs and extracurricular activities.

Evaluation Data Sources: Survey of students and staff, Parent feedback

Strategy 1 Details	Reviews		
<p>Strategy 1: Create opportunities within the school day for students to meet with organizations possibly during library time or on Wednesday's during SMART Time.</p> <p>Strategy's Expected Result/Impact: Students will feel a sense of belonging on our campus while telling the story of the day-to-day learning taking place.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 4</p>	Formative		Summative
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:





Culture and Climate
<p>Problem Statement 4: Using information provided by the Clark counselors, there is a portion of students that are not 'plugged in' on campus (i.e. clubs, extracurricular activities, etc). Root Cause: The lack of transportation has impacted some students ability to attend clubs or fine arts enrichment outside of school hours.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: School-wide culture and climate will improve through consistent implementation of school-wide classroom management strategies.

Evaluation Data Sources: Foundation team survey data, end of year conferences, and discipline data

Strategy 1 Details	Reviews		
<p>Strategy 1: Clark staff will implement the 'Clark 5' (consistent use of attention signal, use of CHAMPS, 3 to 1 positive interactions, fluid corrections of misbehavior, and posted classroom expectations) in order to continue to improve school-wide culture through positive classroom management.</p> <p>Strategy's Expected Result/Impact: Expectations of students will be consistent between all classrooms therefore improving school-wide climate.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Foundations Team, Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1, 3, 5</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Opportunities will be provided for students to engage in both academic and nonacademic clubs and extracurricular activities.</p> <p>Strategy's Expected Result/Impact: Students will feel more connected within the campus which will lead to less referrals and more engagement within all areas of the building.</p> <p>Staff Responsible for Monitoring: Club sponsors, Administration, Counselors, Instructional Coaches</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 4</p>	Formative		Summative
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Culture and Climate

Problem Statement 1: Our special education students make up a greater percentage of discipline referrals and out of placements. **Root Cause:** Initially, students come to us with ineffective behavior intervention plans and goals, and the placement of behavior programs on our campus.

Problem Statement 3: The PBIS level of consequences framework developed by the Foundations Team are not be consistently implemented. **Root Cause:** Feelings of inconsistency is due to a lack of knowledge in levels of behavior and related consequences.

Problem Statement 4: Using information provided by the Clark counselors, there is a portion of students that are not 'plugged in' on campus (i.e. clubs, extracurricular activities, etc). **Root Cause:** The lack of transportation has impacted some students ability to attend clubs or fine arts enrichment outside of school hours.





Problem Statement 5: Students are not initially identified properly and/or placed appropriately based on student needs. **Root Cause:** More consistent documentation regarding student behavior and academics for placement needs within the school.

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Increase and diversify the ways we support our students who have anxiety and anxiety related situations.

Evaluation Data Sources: Parent feedback, foundations surveys

Strategy 1 Details	Reviews		
<p>Strategy 1: Counselors will provide training to staff on procedures, signs, and proactive strategies for supporting students with anxiety. Strategy's Expected Result/Impact: Staff will be more empowered to help deescalate students who are struggling with anxiety. Staff Responsible for Monitoring: Administration, Counselors, Staff</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Culture and Climate 2</p>	Formative		Summative
	Dec	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Counselors will provide "Coffee with Counselors" to share about Anxiety and how it is evident in the school system. Strategy's Expected Result/Impact: Parents and community members will be more informed so that they are involved in the happenings in our building. Staff Responsible for Monitoring: Counselors, Administration</p> <p>Problem Statements: Culture and Climate 2 - Parent and Community Engagement 1</p>	Formative		Summative
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Culture and Climate
<p>Problem Statement 2: Some students have a high level of anxiety and lack of resilience on our campus. Root Cause: The influence of social media, a highly competitive community, and external pressures are some factors that contribute to high levels of anxiety</p>

Parent and Community Engagement

Problem Statement 1: The campus is needing to provide more parent training and guidance in resiliency and social/emotional needs of their children. **Root Cause:** The current state of the world has provided much anxiety and fear within our families.





Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Tier 1 best practices will be implemented with fidelity to meet the needs of all students at all levels.

Evaluation Data Sources: Walk throughs, student engagement, State/district/campus assessments.

Strategy 1 Details	Reviews		
<p>Strategy 1: Staff will receive ongoing professional development in order to provide students with learning experiences that meets them where they are.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase in all areas, but specifically for our SPED, Eco Dis, and African American Students.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Team Leads</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3, 5, 8</p> <p>Funding Sources: Instructional Coach/SCE, After-School Tutorial - State Comp Ed - \$2,590</p>	Formative		Summative
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 3: The percentage of African American students performing at Masters grade level is significantly lower than other subgroups in all subject areas. Root Cause : This is an unidentified area of concern and teachers and staff have not worked to improve this area.</p>
<p>Problem Statement 5: We want to maintain the number of students who show growth on TELPAS, especially, as the standard changes in the coming years. Root Cause: In the coming years students will be expected to grow in 3 of the 4 domains on TELPAS.</p>

Student Achievement





Problem Statement 8: Clark has a slower growth in economically disadvantaged students from meets to masters overall compared to our comparison group. **Root Cause:** When compared to other schools, our percentage of SES students are decreasing, it is made more difficult to achieve relative performance

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Teachers will utilize technology as a tool to enhance classroom instruction and build engagement.

Evaluation Data Sources: Walkthroughs/Observation, Student Engagement

Strategy 1 Details	Reviews		
<p>Strategy 1: Campus based staff development will be focused for teachers for different programs and technology such as VR carts on how it can enhance instruction.</p> <p>Strategy's Expected Result/Impact: An increase in student engagement.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Technologist Instructional Coaches</p> <p>Problem Statements: Student Achievement 8</p>	Formative		Summative
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 8: Clark has a slower growth in economically disadvantaged students from meets to masters overall compared to our comparison group. Root Cause: When compared to other schools, our percentage of SES students are decreasing, it is made more difficult to achieve relative performance</p>

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Technology for EB Students		\$5,500.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Instructional Coach/SCE, After-School Tutorial		\$2,590.00
Sub-Total					\$2,590.00
Budgeted Fund Source Amount					\$2,590.00
+/- Difference					\$0.00
Grand Total Budgeted					\$8,090.00
Grand Total Spent					\$8,090.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Student Support Services	9/9/2024	Tamika Taylor	10/29/2024
Bullying Prevention	Coordinator of Guidance and Counseling	9/9/2024	Tiffany Rhodriquez	9/12/2024
Child Abuse and Neglect	Mental Health Specialist	9/9/2024	Lindsey Taylor	10/25/2024
Coordinated Health Program	Coordinator of PE, Health, and Cheer	9/9/2024	Wade Haymark	9/9/2024
Dropout Prevention	Director of Highly Mobile and At-Risk Programs	9/9/2024	Paola Gorman	10/25/2024
Title I, Part C Migrant	Director of Highly Mobile and At-Risk Programs	9/12/2024	Paola Gorman	10/25/2024
Dyslexia Treatment Program	Coordinator of Dyslexia	8/22/2024	Sharon Henry	8/22/2024
Pregnancy Related Services	Professional Social Worker and Parent Education Specialist	9/11/2024	Lynda Gowin	10/29/2024
Recruiting Teachers and Paraprofessionals	Executive Director of Human Resources	10/21/2024	Paula Green	10/24/2024
Post-Secondary Preparedness	College and Career Readiness Specialist	9/9/2024	Laura Willard	9/9/2024
Student Welfare: Crisis Intervention Programs and Training	Mental Health Specialist and Director of School Safety	9/9/2024	Lindsey Taylor	10/25/2024
Student Welfare: Discipline/Conflict/Violence Management	Mental Health Specialist and Guidance and Counseling Coordinator	9/9/2024	Lindsey Taylor	10/25/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Education	9/9/2024	Kendra Wiggins	10/29/2024
Title I, Part A LEA Program Plan-13 Statutory Required Descriptions	Director of Federal Programs	9/16/2024	Dana Boyer	9/16/2024
Title II Program Requirements	Director of Federal Programs	9/11/2024	Dana Boyer	9/11/2024
Technology Integration	Director of Information Systems	9/11/2024	Jarod Lambert	9/12/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Human Resources	9/3/2024	Paula Green	10/24/2024