

Conroe Independent School District
Clark Intermediate
2023-2024 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	5
Parent and Community Engagement	7
Priority Problem Statements	8
Goals	10
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.	10
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.	17
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.	19
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.	20
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.	24
Campus Funding Summary	26

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 21-22 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 2022 Accountability A Rating. Additionally, Clark Intermediate received Distinction Designations in the following areas:

Math

Postsecondary Readiness

On the 2022 STAAR, the following scores for all grades show the percentage of Meets and Masters Level:

Reading- Meets 71%; Reading- Masters 49%

Math-Meets 78%; Math- Masters 50%

Science- Meets 64%; Science- Masters 35%

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

Grade 5 Science: Meets 64%

Reading Special Ed population: Meets 25%

Reading Eco Dis population: Meets 47%

Student Achievement Strengths

Student Achievement Strengths

Clark Intermediate continues to push students to the Masters level in all subjects. In 2022, Grade 5 Math special ed students, doubled their Masters Level score from 10% to 20%.

Overall, our campus had about half (49%) of students receive Masters level in Reading and 50% in Math. The campus is proud to have earned an Accountability Rating of A for the 21-22 school year. Additionally, we received an A rating for Student Achievement.

Although our overall science scores haven't made much progress, we are proud that our Economically Disadvantaged students increased their Masters score from 9% to 16%. Our gifted and talented population continues to reach close to 100% at Masters level in Reading and Math.

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In Grade 5 math, our Masters level performance decreased from 31% in 2022 to 21% in 2023 for African American Students. **Root Cause:** Our percentage of African American meeting the qualifications for advanced Math Classes is lower than other sub groups. Therefore, they are receiving predominantly grade level instruction during the school year.

Problem Statement 2 (Prioritized): The special education meets percentage in RLA must increase from 20% to 27% and increase in math from 39% to 43%. **Root Cause:** We had a lack of cohesion and communication across grade levels and subjects within our special education team.

Problem Statement 3 (Prioritized): Science STAAR scores decreased in all areas, approaches, meets and masters from 2022-2023. **Root Cause:** Due to lack of consistent exposure of science instruction in all grade levels, we are seeing a decrease in all areas of achievement.

Problem Statement 4 (Prioritized): The EB students decreased in performance across all levels in Science STAAR from 2022 to 2023. **Root Cause:** The academic vocabulary and non-academic vocabulary is difficult in the science questioning for our EB students.

Problem Statement 5: Masters scores in Science are significantly lower than our CISD comparison schools. (30% Clark, 49% for Mitchell and 52% for Collins.) **Root Cause:** Due to lack of rigor in assessments during the school year, we do not have the percentage to students reaching the masters level in science.

Problem Statement 6: The 5th grade math eco dis scores decreased in the meets and masters areas from 2022-2023. Meet 76% to 57% and Masters 45% to 23%. **Root Cause:** Our percentage of economically disadvantaged students meeting the qualifications for advanced Math Classes is lower than other sub groups. Therefore, they are receiving predominantly grade level instruction during the school year providing a lack of exposure to more rigorous curriculum.

Problem Statement 7: Data from 5th Grade Reading to 6th Grade Reading shows a lack of progress between grade levels. **Root Cause:** The sixth grade TEKS are much more advanced and challenging, meaning the kids are needing more small group instruction and 1:1 coaching.

Problem Statement 8: The reading mastery levels decreased within the same student group from 5th grade to 6th grade. **Root Cause:** Because of the shift in the assessment in reading to include writing and text entry, our students did not show mastery within those questions on the STAAR test.

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): According to View-It discipline reports, 59% of fifth grade discipline referrals and 44% of sixth grade discipline referrals were made up of economically disadvantaged students. **Root Cause:** Lack of incentives for positive behaviors or improvement in classroom and/or school-wide behaviors.

Problem Statement 2: Staff report that stronger communication is needed from administration once referrals have been written to explain consequences administered or decisions made. **Root Cause:** A system has not been created to easily communicate with necessary staff after investigations and/or discipline decisions have been made.

Problem Statement 3 (Prioritized): While the Foundations team has set CHAMPS as the campus-wide adoption for classroom expectations, not all staff are using this tool with fidelity. **Root Cause:** Lack of continued training on the purpose and use of CHAMPS as staff changes occur.

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:** Our campus has not offered a wide-variety of options of clubs and activities for students that are not involved in sports or leadership-type offerings.

Problem Statement 5 (Prioritized): Only a small number of our parents are involved in the day-to-day happenings on our campus. **Root Cause:** Lack of opportunities that fit within our community's available time.

Problem Statement 6 (Prioritized): Lack of timely dissemination of detailed information about campus happenings. **Root Cause:** Only one tool (email) was being used with fidelity which does not reach all families or stakeholders.

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 has pushed them away.

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: According to View-It discipline reports, 59% of fifth grade discipline referrals and 44% of sixth grade discipline referrals were made up of economically disadvantaged students.

Root Cause 2: Lack of incentives for positive behaviors or improvement in classroom and/or school-wide behaviors.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: 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 3: Our campus has not offered a wide-variety of options of clubs and activities for students that are not involved in sports or leadership-type offerings.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: While the Foundations team has set CHAMPS as the campus-wide adoption for classroom expectations, not all staff are using this tool with fidelity.

Root Cause 4: Lack of continued training on the purpose and use of CHAMPS as staff changes occur.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: The special education meets percentage in RLA must increase from 20% to 27% and increase in math from 39% to 43%.

Root Cause 5: We had a lack of cohesion and communication across grade levels and subjects within our special education team.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: In Grade 5 math, our Masters level performance decreased from 31% in 2022 to 21% in 2023 for African American Students.

Root Cause 6: Our percentage of African American meeting the qualifications for advanced Math Classes is lower than other sub groups. Therefore, they are receiving predominantly grade level instruction during the school year.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Science STAAR scores decreased in all areas, approaches, meets and masters from 2022-2023.

Root Cause 7: Due to lack of consistent exposure of science instruction in all grade levels, we are seeing a decrease in all areas of achievement.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: The EB students decreased in performance across all levels in Science STAAR from 2022 to 2023.

Root Cause 8: The academic vocabulary and non-academic vocabulary is difficult in the science questioning for our EB students.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Only a small number of our parents are involved in the day-to-day happenings on our campus.

Root Cause 9: Lack of opportunities that fit within our community's available time.

Problem Statement 9 Areas: Culture and Climate

Problem Statement 10: Lack of timely dissemination of detailed information about campus happenings.

Root Cause 10: Only one tool (email) was being used with fidelity which does not reach all families or stakeholders.







Problem Statement 10 Areas: Culture and Climate

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 getting Meets level on the 5th grade Science STAAR from 56% to 61%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional coaches will work with teams on how to utilize planning time to develop assessments that are more rigorous and appropriately aligned to the TEKS. Backwards planning will be used with fidelity to ensure alignment of assessment and instruction based on the 5E Model. Additional training will be provided as needed.</p> <p>Strategy's Expected Result/Impact: More rigorous assessments and TEK alignment will prepare students for the types of questions they might see on STAAR or other exams.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach Science Teachers</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: Technology Resources to support science instruction - Title II - \$4,250</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: "Data Talks" and data reviews will happen regularly during PLC to identify and place student into SMART time groups for students who are not meeting grade level on campus assessments, CFA's and/or interims.</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 3</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:






Student Achievement

Problem Statement 3: Science STAAR scores decreased in all areas, approaches, meets and masters from 2022-2023. Root Cause: Due to lack of consistent exposure of science instruction in all grade levels, we are seeing a decrease in all areas of achievement.
--

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 30% to 35%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During intervention time, Science teachers will focus on providing 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 assessments and district CFAs.</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 3</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:






Student Achievement
<p>Problem Statement 3: Science STAAR scores decreased in all areas, approaches, meets and masters from 2022-2023. Root Cause: Due to lack of consistent exposure of science instruction in all grade levels, we are seeing a decrease in all areas of achievement.</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: In both 5th and 6th grade Reading, we will increase the percentage of Special Education Students performing at Meets level from 20% to 27%.

Evaluation Data Sources: District Checkpoints, Interim Data, Common Assessment Data, IEP Goals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Placing Special Education students in the appropriate level of support such as; in - class support or co - teach to ensure they have access to grade level content with fidelity.</p> <p>Strategy's Expected Result/Impact: Increased achievement for Special Education students.</p> <p>Staff Responsible for Monitoring: Administration Counselors Diagnostician Special Ed Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Technology Resources to support student learning - Title II - \$4,250</p>	Formative		
	Dec	Mar	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Providing general education and special education teachers training to strengthen their toolbox when working with all students.</p> <p>Strategy's Expected Result/Impact: Teachers differentiating instruction to ensure all students have access to grade level content.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Special Education Team Leader</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Student Achievement







Problem Statement 2: The special education meets percentage in RLA must increase from 20% to 27% and increase in math from 39% to 43%. Root Cause: We had a lack of cohesion and communication across grade levels and subjects within our special education team.
--

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: We will increase the percentage of economically disadvantaged and African American students performing at Masters Level.

Evaluation Data Sources: District Checkpoints, Interim Data, Common Assessment Data

Strategy 1 Details	Formative 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 Masters Level for eco dis and African American 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 1</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will collaborate with our feeder campuses to identify students who may be reluctant to try advanced classes because of lack of knowledge of the expectations or understanding of the opportunities it presents.</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 1</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:





Student Achievement
<p>Problem Statement 1: In Grade 5 math, our Masters level performance decreased from 31% in 2022 to 21% in 2023 for African American Students. Root Cause: Our percentage of African American meeting the qualifications for advanced Math Classes is lower than other sub groups. Therefore, they are receiving predominantly grade level instruction during the school year.</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 5: Increase the percentage of EB students that perform at the meets level on their Reading STAAR by 3%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will continue to pull groups to access Summit K-12 in order to expose them to academic vocabulary.</p> <p>Strategy's Expected Result/Impact: EB students will be exposed to a wide range of academic vocabulary prior to sitting for tests like STAAR, CFA's, & TELPAS.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, and 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 4</p> <p>Funding Sources: Technology for EB Students - Title III - \$2,500</p>	Formative		
	Dec	Mar	June
	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 5 Problem Statements:






Student Achievement
<p>Problem Statement 4: The EB students decreased in performance across all levels in Science STAAR from 2022 to 2023. Root Cause: The academic vocabulary and non-academic vocabulary is difficult in the science questioning for our EB students.</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 will work to have an effective and balanced budget to ensure positive school experiences for students and staff.

Evaluation Data Sources: eFinance budget






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Principal will meet daily with secretary in 1:1 meetings to balance budget, 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>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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	Formative 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>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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	Formative Reviews		
<p>Strategy 1: Clark staff will attend the CISD Job Fair in order to recruit highly qualified staff.</p> <p>Strategy's Expected Result/Impact: Job openings will be filled with highly qualified teachers and paraprofessionals.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Team Leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Dec	Mar	June
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: 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: Increased transparency of daily campus life for parents and the community.

Evaluation Data Sources: Survey with counselors, MTSS/RtI Team Meetings, Parent feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create opportunities within and outside of the school day that invites stakeholders into our building to increase involvement.</p> <p>Strategy's Expected Result/Impact: Parents and community members 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 5 - Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:







Culture and Climate
<p>Problem Statement 5: Only a small number of our parents are involved in the day-to-day happenings on our campus. Root Cause: Lack of opportunities that fit within our community's available time.</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 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

Strategy 1 Details	Formative 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, Campus coaches, Foundations team, Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 3</p>	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative 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, campus coaches</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Culture and Climate 1, 4</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Culture and Climate

Problem Statement 1: According to View-It discipline reports, 59% of fifth grade discipline referrals and 44% of sixth grade discipline referrals were made up of economically disadvantaged students. **Root Cause:** Lack of incentives for positive behaviors or improvement in classroom and/or school-wide behaviors.

Problem Statement 3: While the Foundations team has set CHAMPS as the campus-wide adoption for classroom expectations, not all staff are using this tool with fidelity. **Root Cause:** Lack of continued training on the purpose and use of CHAMPS as staff changes occur.






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:** Our campus has not offered a wide-variety of options of clubs and activities for students that are not involved in sports or leadership-type offerings.

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 communication with campus stakeholders.

Evaluation Data Sources: Parent feedback, foundations surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize other areas of communication such as social media, Smore site, ParentHub, etc. to reach all stakeholders.</p> <p>Strategy's Expected Result/Impact: Parents and community members will be more informed so that they are involved in the happenings in our building.</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 6</p>	Formative		
	Dec	Mar	June
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:






Culture and Climate
<p>Problem Statement 6: Lack of timely dissemination of detailed information about campus happenings. Root Cause: Only one tool (email) was being used with fidelity which does not reach all families or stakeholders.</p>

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	Formative 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 - 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 2</p> <p>Funding Sources: Instructional Coach/SCE, After-School Tutorial - State Comp Ed - \$164,063</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:






Student Achievement
<p>Problem Statement 2: The special education meets percentage in RLA must increase from 20% to 27% and increase in math from 39% to 43%. Root Cause: We had a lack of cohesion and communication across grade levels and subjects within our special education team.</p>

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 tool to enhance classroom instruction and build engagement.

Evaluation Data Sources: Walkthroughs/Observation, Student Engagement

Strategy 1 Details	Formative 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>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Campus Funding Summary

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Technology Resources to support science instruction		\$4,250.00
1	3	1	Technology Resources to support student learning		\$4,250.00
Sub-Total					\$8,500.00
Budgeted Fund Source Amount					\$8,500.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Technology for EB Students		\$2,500.00
Sub-Total					\$2,500.00
Budgeted Fund Source Amount					\$2,500.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Instructional Coach/SCE, After-School Tutorial		\$164,063.00
Sub-Total					\$164,063.00
Budgeted Fund Source Amount					\$164,063.00
+/- Difference					\$0.00
Grand Total Budgeted					\$175,063.00
Grand Total Spent					\$175,063.00
+/- Difference					\$0.00