

Conroe Independent School District

Clark Intermediate

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

At Clark, we will create a safe and highly engaged and intellectual working environment, to create life-long learners and problem-solvers to improve the future of our world.

Vision

We are committed to creating a safe, loving, and innovative learning environment by working and collaborating interdependently to promote courageous actions, giving back to the community, dreaming of the future, and building positive, healthy, lifelong relationships.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2018-2019 school year, Katherine Johnson Clark Intermediate met all three target areas:

Domain 1- Student Achievement: 93

Domain 2- School Progress: 88

Domain 3- Closing Performance Gaps: 92

These scores result in Clark Intermediate receiving a 2019 Accountability A Rating. Additionally, Clark Intermediate received Distinction Designations in the following areas:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Postsecondary Readiness

On the 2019 STAAR, the following scores for all grades show the percentage of Meets and Masters Level:

Reading-Meets: 68% (District-59%); Reading-Masters: 45% (District-30%)

Math-Meets: 77% (District-65%); Math-Masters: 51% (District-39%)

Science-Meets: 81% (District-69%); Science-Masters: 56% (District-39%)

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, Economically Disadvantaged, and African American. These areas need to be targeted for more personalized learning in order to meet said targets. Compared to the campus percentage of Meets Grade Level, the following summarizes the areas in need:

Special Ed Meets Grade Level in Reading: 26% (Campus 68%)

Special Ed Meets Grade Level in Math: 35% (Campus 77%)

Economically Disadvantaged Meets Grade Level in Reading: 49% (Campus 68%)

Economically Disadvantaged Meets Grade Level in Math: 55% (Campus 77%)

African American Meets Grade Level in Reading: 56% (Campus 68%)

African American Meets Grade Level in Math: 66% (Campus 77%)

Student Achievement Strengths

Our scores reflect a solid first year of our campus's opening. This includes a dedicated and highly qualified staff who possess innovative teaching practices and positive collaborative relationships to develop high thinking strategies for students. The campus is proud of many different achievement strengths, including:

- * High percentage of Meets and Masters Level in all subjects
- * Earning three Academic Distinctions in our first year
- * An overall environment of positive campus climate and culture
- * Numerous activities for students to become involved and develop positive relationships
- * Opportunities for students to give back to the community

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although most students on our campus have shown high achievement in Reading, there seems to be limited growth with special education students (26% Meets). **Root Cause:** Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 2: Although most students on our campus have shown high achievement in Math, there seems to be limited achievement with special education students (35% Meets). **Root Cause:** Varied and individualized academic strategies have not been implemented with fidelity to fully support the needs of special education students.

Problem Statement 3: African American students are performing below the campus average in Reading (56% Meets) as compared to other subgroups. **Root Cause:** Targeted instructional interventions have not been implemented with fidelity.

Problem Statement 4: African American students are performing below the campus average in Math (66% Meets) as compared to other subgroups. **Root Cause:** Targeted instructional interventions have not been implemented with fidelity.

Problem Statement 5: In Reading, our African American students are performing well below the rest of the subgroups at Masters level (28% for AA, 45% campus). **Root**

Cause: Targeted instructional enrichment opportunities have not been implemented with fidelity.

Problem Statement 6 (Prioritized): Our Economically Disadvantaged students are performing well below the rest of the campus in both Reading and Math. **Root Cause:** Identification of economically disadvantaged students with the intent to provide targeted interventions have not been implemented with fidelity.

Problem Statement 7: In Math, our African American students are performing well below the rest of the subgroups at Masters level (35% for AA, 51% campus). **Root Cause:** Targeted instructional enrichment opportunities have not been implemented with fidelity.

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. At Clark Intermediate, 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.

In addition, our efforts to improve not only the social and emotional well-being, we are committed to the health and wellness of all students. In accordance with the guidelines and recommendations from TEA, Clark Intermediate follows the measures to mitigate the spread of COVID-19. The following measures have been taken: social distancing strategies in the classroom and common areas, requiring face coverings throughout the school day, use of hand sanitizer and proper cleaning techniques, and common classroom disinfecting practices.

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. Because the climate and culture of Clark Intermediate remains at a high level of support, the campus experienced zero turnover of staff for the 19-20 school year.

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.

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, Robotics, Cubs Connection Student Newspaper, Student Council Leadership, Ambassador Club, and UIL+ Academics competition.

Clark Intermediate staff continues to promote a safe and healthy campus for all. Continued trainings and "Wellness Wednesday" help ensure a safe environment during

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: There is a need to actively support the emotional well-being and mental health of all students **Root Cause:** COVID-19 decreased the number of opportunities for staff development on supporting the social emotional needs of students that increased during the spring of 2020 when students were remote learners.

Problem Statement 2: There is a need to improve the implementation of Behavior Intervention Plans (BIP) to successfully address the needs of our special education population. **Root Cause:** Additional training is needed to write and align Behavior Intervention Plans that best support students.

Problem Statement 3 (Prioritized): There is a need to actively recruit high quality teachers to be more reflective of our student population. **Root Cause:** There was not a systemic approach to training staff recruiters to identify a more diversified group of highly qualified candidates.

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 reading newsletters and notices from the school, checking social media outlets, and following the Cubs Web Series videos. 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 business, 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: There is a need to engage parents in training over technological and digital resources to support student learning. **Root Cause:** Lack of opportunities to support parent learning because of the demands of teaching students to access remote learning.

Problem Statement 2 (Prioritized): There is a need to provide training for parents who are seeking solutions to reduce stress and anxiety in their children and find ways to promote a positive and healthy environment. **Root Cause:** External/internal pressures and exposure to nonstop access to news and social media outlets, is creating escalating cycles of stress inducers.

Priority Problem Statements

Problem Statement 1: Although most students on our campus have shown high achievement in Reading, there seems to be limited growth with special education students (26% Meets).

Root Cause 1: Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Our Economically Disadvantaged students are performing well below the rest of the campus in both Reading and Math.

Root Cause 2: Identification of economically disadvantaged students with the intent to provide targeted interventions have not been implemented with fidelity.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: There is a need to actively recruit high quality teachers to be more reflective of our student population.

Root Cause 3: There was not a systemic approach to training staff recruiters to identify a more diversified group of highly qualified candidates.

Problem Statement 3 Areas: Culture and Climate

Problem Statement 4: There is a need to provide training for parents who are seeking solutions to reduce stress and anxiety in their children and find ways to promote a positive and healthy environment.

Root Cause 4: External/internal pressures and exposure to nonstop access to news and social media outlets, is creating escalating cycles of stress inducers.

Problem Statement 4 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Professional development needs assessment data
- Equity data
- TTESS data

Parent/Community Data

- Parent engagement rate
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: November 20, 2020

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Increase this year's 5th and 6th grade Reading STAAR Meets Performance from 26% to 30% with special education students.

Evaluation Data Sources: District Campus Checkpoint (DCC)
 District Benchmark Data
 STAAR data
 Campus Common Assessments

Summative Evaluation: None

<p>Strategy 1: Implement effective tier 1 best practices, accommodations, and scaffolded instruction to meet the individual needs of our special education population.</p> <p>Strategy's Expected Result/Impact: Meet the individual needs of students in a more effective manner and increase the overall Meets Performance for our special education students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - State Comp Ed</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Although most students on our campus have shown high achievement in Reading, there seems to be limited growth with special education students (26% Meets). Root Cause: Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.</p>

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Increase this year's STAAR performance by 5% from the previous STAAR assessment in the economically disadvantaged student groups within all subjects.

Evaluation Data Sources: District Campus Checkpoint (DCC)


District Benchmark Data


STAAR data


Campus Common Assessments


Summative Evaluation: None

<p>Strategy 1: Utilize high quality intervention for at risk students through RtI, campus tutoring, and tier 1 best practices.</p> <p>Strategy's Expected Result/Impact: Increase the overall performance of economically disadvantaged students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Coach RtI Teacher General Education Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 6</p> <p>Funding Sources: Imagine Learning - Title III - \$450, Tutoring - State Comp Ed - \$7,896, Instructional Supplies - Title III - \$2,150, Instructional Coach - State Comp Ed - \$73,125</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Although most students on our campus have shown high achievement in Reading, there seems to be limited growth with special education students (26% Meets). Root Cause: Varied and individualized academic strategies that have proven to increase student achievement have not been implemented across content areas with fidelity.</p>
<p>Problem Statement 6: Our Economically Disadvantaged students are performing well below the rest of the campus in both Reading and Math. Root Cause: Identification of economically disadvantaged students with the intent to provide targeted interventions have not been implemented with fidelity.</p>

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

<p>Strategy 1: Utilize daily meetings with principal and secretary to discuss upcoming financial needs and ensure budgets are being met.</p> <p>Strategy's Expected Result/Impact: Using financial resources accordingly.</p> <p>Staff Responsible for Monitoring: Principal Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

<p>Strategy 1: Clark Intermediate will actively participate in the CISD Job Fair and recruit from nearby universities and colleges.</p> <p>Strategy's Expected Result/Impact: To enhance the diversity of staff</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teacher Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Culture and Climate 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 3: There is a need to actively recruit high quality teachers to be more reflective of our student population. Root Cause: There was not a systemic approach to training staff recruiters to identify a more diversified group of highly qualified candidates.</p>

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

<p>Strategy 1: Allow monthly collaboration between parents, community members, and teachers to develop and address any needs for the campus within the Parent Teacher Organization.</p> <p>Strategy's Expected Result/Impact: Develop and strengthen relationships between staff and parents</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 2: There is a need to provide training for parents who are seeking solutions to reduce stress and anxiety in their children and find ways to promote a positive and healthy environment. Root Cause: External/internal pressures and exposure to nonstop access to news and social media outlets, is creating escalating cycles of stress inducers.</p>

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.





Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

<p>Strategy 1: All staff will participate in and complete 100% of Safe Schools courses. Strategy's Expected Result/Impact: Deepen the understanding of enhanced safety needs on campus Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers, Paraprofessionals ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Demonstrate and model expectations and procedures through monthly safety drills, including fire drills, weather drills, and lockdown drills. Strategy's Expected Result/Impact: Practice drills with seamless effort and fluidity Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<p>Strategy 1: Provide professional development and daily support within the classroom to expand and strengthen the skill set of classroom teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will provide daily learning opportunities for students to engage in a variety of technological resources.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Technology Coach</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

<p>Strategy 1: Provide online web videos for families in the community to learn and enhance their understanding of curriculum, procedures, and daily expectations at Clark.</p> <p>Strategy's Expected Result/Impact: To allow parents and students a direct understanding of how the campus works on a daily basis.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Technology Coach</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Utilize a variety of communication platforms, such as email, text, and social media, in order to inform families of upcoming events.</p> <p>Strategy's Expected Result/Impact: Parents have information to understand the procedures and daily activities at Clark.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Utilize high quality intervention for at risk students through RtI, campus tutoring, and tier 1 best practices.

State Compensatory

Personnel for Clark Intermediate

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Alford	Instructional Coach	State Comp Ed	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Clark		
SCE		
Instructional Support for At-Risk-Students	\$73,125	1.00
Substitutes	\$7,896	0.14
SCE Total	\$81,021	1.14
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$500	0.00
Extra Duty	\$1,000	0.02
General Supplies	\$600	0.00
Title III EL Total	\$2,600	0.02
Clark Total	\$83,621	1.16

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1	Tutoring		\$7,896.00
1	2	1	Instructional Coach		\$73,125.00
Sub-Total					\$81,021.00
Budgeted Fund Source Amount					\$81,021.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Imagine Learning		\$450.00
1	2	1	Instructional Supplies		\$2,150.00
Sub-Total					\$2,600.00
Budgeted Fund Source Amount					\$2,600.00
+/- Difference					\$0.00
Grand Total					\$83,621.00

Addendums