

Conroe Independent School District
Clark Intermediate
2022-2023 Campus Improvement Plan



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, life-long relationships.

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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): Grade 5 Science continues to slightly drop in Meets and Masters Level (64% Meets and 35% Masters) **Root Cause:** Possible cause is too much technology, and not enough labs

Problem Statement 2 (Prioritized): Special Education students are not meeting grade level at the same capacity of the campus. (22% Meets Grade Level as an average of Math and Reading vs. 68% of campus). **Root Cause:** Some special ed students do not have the same grade level exposure due to being pulled in Resource, as well as learning challenges.

Problem Statement 3 (Prioritized): 6th Grade Economically Disadvantage students decreased their Meets Level in Math from 56% down to 46%. **Root Cause:** Some economically disadvantaged students are experiencing lack of exposure to learning opportunities at home and due to COVID.

Problem Statement 4 (Prioritized): Masters scores in Science are at least 10% lower than our CISD comparison schools. (35% Clark, 45% for Mitchell and Collins.) **Root Cause:** Due to COVID, many opportunities for hands on experiences were lacking in the classroom.

Problem Statement 5: In Grade 5 math, our African American population decreased their Masters level from 43% in 2021 to 31% in 2022.

Problem Statement 6 (Prioritized): 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 7: There is a significant difference in Masters scores in Math between 5th and 6th grade for the Economically Disadvantaged students.

Problem Statement 8: Our gifted and talented population isn't reaching close to 100% Masters level in Science, like they are in Reading and Math.

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: There was an overall increase in student visits to the counselor's office for social/emotional needs. **Root Cause:** Due to COVID, the resiliency in children has dropped drastically.

Problem Statement 2: Our discipline referrals increased from 88 in 2021 to 172 referrals in 2022.

Problem Statement 3: Clark Intermediate processed 94 bus referrals for poor behavior.

Problem Statement 4: Clark Intermediate had 6 threat assessments, which was an increase from 2021. **Root Cause:** Most students making threat assessments did not truly understand the weight of words and the impact it may have on a campus (due to lack of coaching, training, and SEL supports.)

Problem Statement 5 (Prioritized): There was inconsistencies in implementing Foundations practices across the campus. **Root Cause:** The campus did not meet monthly and put in practice the policies and initiatives with Foundations. There was a lack of fidelity.

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 of special ed students need training and better information regarding the IEP and ARD process. **Root Cause:** Parents are jumping to hire advocates because they fear the educational system.

Problem Statement 3: 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 3: Grade 5 Science continues to slightly drop in Meets and Masters Level (64% Meets and 35% Masters)

Root Cause 3: Possible cause is too much technology, and not enough labs

Problem Statement 3 Areas: Student Achievement

Problem Statement 7: The campus is needing to provide more parent training and guidance in resiliency and social/emotional needs of their children.

Root Cause 7: The current state of the world has provided much anxiety and fear within our families.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 2: Special Education students are not meeting grade level at the same capacity of the campus. (22% Meets Grade Level as an average of Math and Reading vs. 68% of campus).

Root Cause 2: Some special ed students do not have the same grade level exposure due to being pulled in Resource, as well as learning challenges.

Problem Statement 2 Areas: Student Achievement

Problem Statement 1: 6th Grade Economically Disadvantage students decreased their Meets Level in Math from 56% down to 46%.

Root Cause 1: Some economically disadvantaged students are experiencing lack of exposure to learning opportunities at home and due to COVID.

Problem Statement 1 Areas: Student Achievement

Problem Statement 4: Masters scores in Science are at least 10% lower than our CISD comparison schools. (35% Clark, 45% for Mitchell and Collins.)

Root Cause 4: Due to COVID, many opportunities for hands on experiences were lacking in the classroom.

Problem Statement 4 Areas: Student Achievement

Problem Statement 6: There was inconsistencies in implementing Foundations practices across the campus.

Root Cause 6: The campus did not meet monthly and put in practice the policies and initiatives with Foundations. There was a lack of fidelity.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 5: Data from 5th Grade Reading to 6th Grade Reading shows a lack of progress between grade levels.

Root Cause 5: 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 5 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: Increase Grade 5 Science Meets from 64% to 70%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan using the 5E model to allow students to connect science ideas with their experiences and apply their learning to new contexts.</p> <p>Strategy's Expected Result/Impact: High engagement in lessons will yield overall increase in results.</p> <p>Funding Sources: Instructional Aide - ESSER III - \$21,115</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: Increase Grade 5 Science Masters Level from 35% to 40%.






Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive PD and/or support for enhancing a higher level of vocabulary and higher level questioning to deepen science understanding.</p> <p>Strategy's Expected Result/Impact: Higher levels of questioning will yield an increase in student performance</p> <p>Staff Responsible for Monitoring: Admin team during walk throughs</p> <p>Funding Sources: Instructional Aide - ESSER III - \$21,115</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Overall, the special ed students in both 5th and 6th grade Reading, will increase their Meets Grade Level score from 25% to 28%.

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






Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will implement a co-teach for special ed students in order to provide more grade level exposure to on level topics.</p> <p>Strategy's Expected Result/Impact: Increase the overall performance of special ed achievement</p> <p>Staff Responsible for Monitoring: Administration, Diagnostician, Special Ed Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Technology Apps for Students - ESSER III - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Grade 6 Math, economically disadvantaged students will increase their Meets Level performance from 46% to 50%.

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






Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will provide SMART time intervention and accelerated instruction before and after school. Strategy's Expected Result/Impact: Overall increase in Meets Level for eco dis in 6th grade math Staff Responsible for Monitoring: Administration, Instructional Coaches, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: After School Tutoring/Learning Lab Salaries and Materials - ESSER III - \$35,624, Math Interventionist - ESSER III - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 Grade 6 Reading Masters from 43% to 46%.

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






Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement more project-based learning opportunities, such as book clubs and/or inquiry clubs.</p> <p>Strategy's Expected Result/Impact: Ensuring more exposure to books and inquiry methods will yield higher Masters Level.</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>Funding Sources: Education Galaxy and various resources - State Comp Ed - \$7,468, Imagine Learning License - Title III - \$2,250</p>	Formative			Summative
	Oct	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>				

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 through an effective and balanced budget to ensure positive school experiences.

Evaluation Data Sources: eFinance budget






Strategy 1 Details	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			Summative
	Oct	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Campus will provide a positive culture of morale by celebrating staff throughout the year. Strategy's Expected Result/Impact: High retention will yield overall contentment of staff Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: PLC Institute and Professional Learning - ESSER III - \$21,082</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: The campus Foundations Team has written new Guidelines for Success to help students and staff understand the school values.






Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Foundations Team will meet monthly and follow Foundations expectations/protocols to ensure a safe and collaborative environment.</p> <p>Strategy's Expected Result/Impact: Implementing effective practices will yield a high social/emotionally balanced campus.</p> <p>Staff Responsible for Monitoring: Foundations Team and Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Safety and Security - ESSER III - \$4,520</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Instructional Coaches will work with campus teachers to support them in enhancing Tier 1 best practices.

Evaluation Data Sources: Walk throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will receive professional development with Get Your Teach On, in order to learn how to create effective room transformations and accelerate learning experiences.</p> <p>Strategy's Expected Result/Impact: Positive lesson plans will increase student engagement</p> <p>Staff Responsible for Monitoring: Instructional coaches and administration</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 5: Effective Instruction</p> <p>Funding Sources: Instructional Coach/SCE - State Comp Ed - \$70,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Imagine Learning License		\$2,250.00
Sub-Total					\$2,250.00
Budgeted Fund Source Amount					\$2,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Education Galaxy and various resources		\$7,468.00
5	1	1	Instructional Coach/SCE		\$70,000.00
Sub-Total					\$77,468.00
Budgeted Fund Source Amount					\$77,468.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Aide		\$21,115.00
1	2	1	Instructional Aide		\$21,115.00
1	3	1	Technology Apps for Students		\$5,000.00
1	4	1	After School Tutoring/Learning Lab Salaries and Materials		\$35,624.00
1	4	1	Math Interventionist		\$70,000.00
3	1	1	PLC Institute and Professional Learning		\$21,082.00
4	1	1	Safety and Security		\$4,520.00
Sub-Total					\$178,456.00
Budgeted Fund Source Amount					\$178,456.00
+/- Difference					\$0.00
Grand Total Budgeted					\$258,174.00
Grand Total Spent					\$258,174.00
+/- Difference					\$0.00