

Spring Independent School District
Clark Primary
2018-2019 Campus Improvement Plan



Mission Statement

Clark Primary School will be a student-centered learning environment that provides the foundation on which students become independent, life-long learners who have the strong desire and necessary skill to lead in the future.

Vision

Clark Primary School will be known as a premier learning organization that creates outstanding scholars due to the collaboration of an expert instructional staff, engaged parents, and an involved community.

Core Beliefs

At Clark Primary, we believe:

Each student is an individual who is deserving of respect, fairness and understanding.

School experiences must provide opportunities for each child to do his or her best.

The learner must be nurtured within a respectful, cooperative environment.

Teaching must be varied and creative to meet the individual needs of students.

Parents and school staff members must recognize and encourage the important role that each has in a child's education.

The contributions of the community at large to education are invaluable.

Comprehensive Needs Assessment

Revised/Approved: July 25, 2018

Demographics

Demographics Summary

Clark Primary School is a 27 year old, Pre-K-1st grade Title 1 campus in Spring ISD. It is located in Houston, Texas and the community we serve consists of families who live in neighborhood homes and apartments. Enrollment data reflects 522 students are enrolled and that the African American and Hispanic student groups are the largest at 66% and 27%, respectively. In addition, American Indian and White students each make up 2% of the population, Asian students make up 2.4% of the population, .1% of students claim two or more ethnicities.

Our Attendance rate at Clark Primary School has been consistently low over the last four years. At 94%, the attendance rate is the lowest of the elementary schools in the district. Our student groups include 24% English Language Learners (ELLs) and 6% Special Education. Additionally, 64% are economically disadvantaged and 71% are identified as at-risk, and 2% are homeless students.

Demographics Strengths

Clark Primary has the following Demographic Strengths:

1. Family Involvement has increased this year due to increased opportunities for parents/students to participate in scheduled school-sponsored activities such as curriculum nights and student performances.
2. Families are informed about school-sponsored activities.

3. Staff demographics at Clark Primary closely resemble the demographics of the student population.

4. Students are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disabilities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At 94%, the attendance rate is one of the lowest of the elementary schools in the district. **Root Cause:** The monitoring system that addresses failure to attend school is not monitored on a consistent basis.

Problem Statement 2: Data from the Teacher Culture and Climate survey reveals that school based administrators are not courteous when staff has a concern. **Root Cause:** Lack of training in the area of a culture of accountability, collaboration and trust.

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement Summary

Clark Primary School services students in grades Pre-Kindergarten through 1st, so students do not participate in STAAR testing. Kindergarten and 1st grade students do, however, participate in district universal screeners and district benchmark assessments. In addition, Kindergarten and 1st grade ELL students participate in TELPAS, the Texas English Language Proficiency Assessment System.

Spring ISD administered the MAP universal screeners for both Reading and Math. For Reading and Math students are tiered by scoring in the Low/Lo Average/Average/Hi Average or High levels. The following scores show the percentage of students that are at the different levels for the reading and math end-of-year screeners:

Kindergarten Reading MAP Data:

Lo - 48 Students (32%)

Lo Average - 42 Students (28%) / Total % of students who scored Lo and Lo Average is 60%

Average - 21 Students (14%)

Hi Average - 24 Students (16%)

High - 17 Students (11%)

First Grade Reading Map Data:

Lo - 116 Students (54%)

Lo Avg - 57 Students (27%)/ Total % of students who scored Lo and Lo Avg is 81%

Average - 27 Students (13%)

Hi Average - 7 Students (3%)

Hight - 7 Students (3%)

Kindergarten Math MATH Data:

Lo - 57 Students (39%)

Lo Avg - 30 Students (20%)/ Total % of students who scored Lo and Lo Average is 59%

Average - 22 Students (15%)

Hi Average - 25 Students (17%)

High - 14 Students (9%)

1st Grade Math MAP Data:

Lo - 140 Students (54%)

Lo Avg - 72 Students (28%)/ Total % of students who scored Lo and Lo Avg is 82%

Average - 32 Students (12%)

Hi Average - 10 Students (4%)

High - 4 Students (1.5%)

KINDERGARTEN TELPAS COMPOSITE RATING

Beginner - 43%

Intermediate - 45%

Advanced - 6%

Advanced High - 5%

FIRST GRADE COMPOSITE RATING

Beginner- 6%

Intermediate - 49%

Advanced - 38%

Advanced High - 6%

Student Academic Achievement Strengths

Student Academic Achievement Strengths

- 41% of Kindergarten students performed average or higher on their MAP Reading and Math Universal Screeners administered at the End of the School year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 60% of Kindergarten scholars performed below the average level in the area of Reading as evidenced by MAP EOY Data. **Root Cause:** There is a lack of a consistent progress monitoring system for scholar accountability to ensure scholars are reading on or above grade level and lack of rigorous instruction to help accelerate learning.

Problem Statement 2: 81% of First grade scholars performed below the average level in the area of Reading as evidenced by EOY Map Data. **Root Cause:**

Lack of a consistent and effective monitoring system for scholar accountability to ensure scholars are reading on or above grade level.

School Processes & Programs

School Processes & Programs Summary

Literacy is at the forefront of instructional programming at Clark Primary School. The goal is for 100% of students to read at or above grade level by the end of each school year, and to support students in attaining this goal a 45-minute intervention block was implemented for each grade level. In addition, teachers implemented the Reading Mastery Program and conducted small student group reading interventions. Students were invited to attend after school tutorials and a part time tutor was hired to teach small group reading lessons to targeted students during the school day. The Student Support Specialist (SSS) trained all teachers on the RtI process and on resources to use for intervention at each tier. RtI implementation was monitored by the instructional coaches, Counselor, administrators, and SSS. Progress monitoring data that was collected was reviewed during decision point meetings to determine the need for additional/different interventions for students. This school year, students identified by MAP as being below average for their grade level (RIT Student Score) will go to the computer lab for both Reading and Math Interventions.

Planning and goal-setting are important pieces of instruction and assessment. Teachers will set goals for their classrooms and student achievement at the beginning of the year. Goals and progress will be reviewed on a monthly basis during PLC's. Administrators will meet with teachers they will supervise and will collaborate with them to collaborate on Smart Goals. Teachers and instructional leaders will attend weekly PLC meetings focused on planning, instructional delivery, data review and professional development. Teachers will develop classroom goals with students while simultaneously encouraging students to set individualized goals and monitor their achievement.

Increasing teachers' ability to deliver quality instruction will continue to be a focus. Teachers will be trained on the Rigor and Relevance Framework. To ensure that teachers are implementing the skills learned during training, the administration team will conduct learning walks focused on the targeted areas. Professional development sessions will continue to be determined by the needs of the teachers.

Maintaining a positive school culture and climate is paramount in increasing student achievement. A school-wide discipline management system that promotes positive behavior by creating structure, observation and building relationships. Teachers will receive Tribes training and an update on the implementation of Champs to improve staff members' experiences with students and to improve students' experiences at school. All staff will be trained and the administrative leadership team will monitor and evaluate implementation of new learning regularly. CHAMPS will still be the school-wide discipline management system and teachers will be trained in positive behavior intervention strategies and de-escalation strategies.

This year our school will start a Dual Language program in Pre-K. The model to be implemented is a 80/20 and Dual Language teachers, coaches and administrators will receive ongoing training throughout the year.

School Processes & Programs Strengths

Clark Elementary has identified the following strengths:

- Effective system to communicate and make staff aware safety and security procedures.
- Effective safety plan to ensure school is safe.

- System to recruit school volunteers.
- Effective parent communication to encourage attendance for school sponsored activities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers did not monitor scholar progress on a consistent basis to ensure academic success. **Root Cause:** Unclear expectations regarding what was being monitored to plan for scholar interventions and academic progress.

Problem Statement 2: Teachers were not required to use MAP on a consistent basis to reflect and support scholar success. **Root Cause:** Teachers were not adequately trained on how to use MAP and or plan needed interventions for scholar success.

Perceptions

Perceptions Summary

Data from the 2018 Spring ISD Quality Survey shows that 47% of parents rated the overall school quality excellent, 36% good and 16% fair. The overall school quality improved slightly in the rating of Excellent and Good.

2016 - 2017	2017-2018
Excellent 46%	Excellent 47%
Good- 33%	Good - 36%
Fair- 20%	Fair - 16%
Poor- 1%	Poor - 2%

41% staff rated the overall school quality as good and 49% rated it fair, and 8% poor. The overall school quality declined in the rating of Excellence:

2016-2017	2017-2018
Excellence 38%	Excellence - 2%
Good - 41%	Good - 39%
Fair - 20%	Fair - 49%
Poor - 3%	Poor - 8%

Perceptions Strengths

- 1) 95% of parents surveyed noted that families are informed about school-sponsored activities, such as tutoring, after school programs and student performances.
- 2) 93% of parents surveyed noted that families are encouraged to attend school sponsored activities such as Back to School Night.
- 3) 92% of parents surveyed noted that the school encourages families to volunteer.
- 4) 96% of staff surveyed noted that there is a teacher, counselor or other staff member to whom a student can go for help (school or personal problem).
- 5) 94% of staff surveyed noted that the school is safe and they are aware of safety and security procedures.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents do not receive timely and helpful feedback about student work. **Root Cause:** Communication log that is sent home on a daily basis focuses on student behavior.

Problem Statement 2: There is a sharp decline in the percentage (38%) of staff members who rated the school as being excellent and or good. **Root Cause:** Lack of open, transparent communication between administrators and teachers regarding support services for students and clear academic expectations and accountability.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, 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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals













Goal 1: Reach Every Student.

Performance Objective 1: The percentage of students who read at or above grade level will increase from 41% to 80% for the 2018-2019 school year as measured by the MAP Growth EOY Universal Screener and EOY DRA data.

Evaluation Data Source(s) 1: MAP Growth EOY Universal Screener

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Teachers will provide daily small group interventions during independent reading and the RtI period using StudyPath and Study Island, and materials for small group instruction - leveled readers, workbooks, reading trackers, VersaTiles, phonics readers, alphabet readers, alphabet cards, letter puzzles, alphabet letters, etc.	Principal Assistant Principal Literacy Coach Student Support Specialist	Result - Scholars will be reading on or above grade level.				
		Impact - Increase in the number of students reading at or above grade level as measured by the EOY MAP Growth universal screener and promoted based on their proficiency level.				
Problem Statements: Student Achievement 1, 2						
Funding Sources: 211 Title I, Part A - 15000.00						
2) Implement Independent Reading, Word Power, Read Aloud, Writing Workshop and Guided Reading in grades Pre-K Kindergarten to First Grade.	Principal Assistant Principal Literacy Coach	Result - Scholars will demonstrate mastery of early literacy through the Balanced Literacy Framework.				
		Impact - Scholars develop proficiency of literary skills.				
Funding Sources: 211 Title I, Part A - 2000.00						
3) Secure resources (paper, printers, toner, binders, markers/crayons, dividers, pencils/pens, pencil sharpeners, scissors, journals, planners, giant classroom timers, pocket charts, chart paper, phonics phones, ink for poster maker, headphones, ink cartridge for alphabet cards, laminating film to laminate academic classroom cards, post-it notes, tape, staples, folders, etc.) and easels to ensure that students have the supplies necessary to successfully participate in the learning environment.	Principal Assistant Principal Literacy Coach	IMPLEMENTATION - measured by documentation of materials purchased				
		IMPACT: Increase in student performance				
Funding Sources: 211 Title I, Part A - 17200.00						

4) Scholars will be provided differentiated small group reading instruction designed to support and develop oral language development and reading proficiency	Principal Assistant Principal Literacy Coach	Result - Scholars will read on or above grade level. Impact - Student are promoted to the next grade level based on end of the year formative assessment.				
5) Scholars will have multiple opportunities to engage with and explore all forms of the alphabet in Pre-K, Kindergarten and ancillary classes.	Principal Assistant Principal Literacy Coach Student Support Specialist	Result - Scholars in Pre-K and Kindergarten will learn all alphabet letter names. Impact - Pre-K and Kindergarten students will read on or above grade level., K				
6) Scholars in Pre-Kindergarten and Kindergarten will have multiple opportunities each day to identify letters and their corresponding sounds. These will include speaking, listening, and replication of sounds. Scholars will participate in letter recognition activities and learn to reproduce letters as the practice of identifying the difference in shapes and lines of letters.	Principal Assistant Principal Literacy Coach Student Support Specialist	Result - Scholars in Pre-K and Kindergarten will be exposed to and learn the alphabet letter sounds. Impact - Pre-K and Kindergarten scholars will read on or above grade level.				
7) Scholars will have multiple opportunities to engage in text with books and to discuss the components of books, print and illustrations on a regular basis.	Principal Assistant Principal Literacy Coach Student Support Specialist	Result - Scholars will be able to recognize , use and manipulate books and printed material. Impact - Scholars will read on or above grade level.				
Funding Sources: 211 Title I, Part A - 3700.00						
8) Progress monitoring system to monitor instruction with weekly instructional focus and grade level goals.	Principal Assistant Principal Literacy Coach Student Support Specialist	Result - Teachers will be able to plan targeted interventions based on data. Impact - Scholars will read on or above grade level.				
9) Data PLC every 2 weeks to monitor scholar academic progress.	Principal Assistant Principal Literacy Coach Student Support Specialist	Result - Teachers will be able to plan targeted interventions based on data. Impact - Scholars will read on or above grade level.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 59% of Kindergarten and 81% of First Grade students performed below the average level in the area of Reading as evidenced by MAP EOY Data. Root Cause 1: There is a lack of vertical alignment, resources that support and align to Map data report, and a consistent progress monitoring system for accountability was not implemented effectively
Problem Statement 2: 59% if Kindergarten and 82% of First grade students performed below the average level in the area of Math as evidenced by EOY MAP Data. Root Cause 2: There is a lack of vertical alignment, resources that support and align to the data report, and a consistent progress monitoring system for accoutability was not implemented effectively.












Goal 1: Reach Every Student.

Performance Objective 2: The percentage of students who master grade level math TEKS will increase from 41% to 80% (K) and 18% to 80% (1st) for the 2018-2019 school year as measured by the MAP Growth EOY Universal Screener

Evaluation Data Source(s) 2: MAP Growth EOY Universal Screener and Formative Assessments

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Students will utilize math manipulatives to model math concepts	Principal Assistant Principal Teachers	Result: Increase in scholar's grade and age appropriate levels in math skills. Impact: Increase in the number of students prepared for the next grade level's math TEKS as measured by the EOY MAP Growth universal screener				
2) The campus will host a Math Manipulatives Fair where students and teachers will teach the parents how to utilize manipulatives at home	Principal Assistant Principal Student Support Specialist	Result: Increase parental involvement and understanding of how to support students at home in the area of mathematics Impact: Increase in the number of students prepared for the next grade level's math TEKS as measured by the EOY MAP Growth universal screener				
Funding Sources: 211 Title I, Part A - 300.00						
3) Hire an instructional aide (.5) to support math instructional rotations.	Principal	Result: Increase number of highly qualified staff members available to support pre-kindergarten students Impact: Increase number of pre-kindergarten students who are prepared for kindergarten-level math activities				
Problem Statements: Student Achievement 2						
Funding Sources: 211 Title I, Part A - 25000.00						

4) Teachers will implement Teach Like a Champion strategies: Cold-call, No Opt Out, and Check for Understanding	Principal Assistant Principal Literacy Coach	Result: Increase in student participation and engagement Impact: Increased ability of teachers to recognize students who are experiencing difficulties and to provide immediate intervention				
	Funding Sources: 211 Title I, Part A - 1000.00					
5) The Student Support Specialist will train teachers on the RtI process and will work with teachers to identify appropriate intervention resources	Principal Assistant Principal	Result: Increase in teacher knowledge of the RtI process Impact: Increase in teacher effectiveness when providing interventions				
	Funding Sources: 211 Title I, Part A - 7500.00					
6) Students will utilize Edmentum "Exact Path" to reinforce grade level Math/Reading TEKS.	Principal Assistant Principal Teachers	RESULT- measured by completion of activities and progress monitoring data IMPACT: Increase in student mastery of grade level TEKS				
	Funding Sources: 211 Title I, Part A - 7500.00					
7) Hire a Math tutor to support students in K & 1st grade who are performing below grade level.	Principal Assistant Principal	Result - Increase in Math Academic achievement for Kinder and 1st grade students. Impact - Increase in Student mastery of grade level TEKS.				
	Problem Statements: Student Achievement 2 Funding Sources: 211 Title I, Part A - 25000.00					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: 59% of Kindergarten and 82% of First grade students performed below the average level in the area of Math as evidenced by EOY MAP Data. Root Cause 2: There is a lack of vertical alignment, resources that support and align to the data report, and a consistent progress monitoring system for accountability was not implemented effectively.

Goal 2: Excellence in Every School

Performance Objective 1: The student attendance rate will increase from 94% to 97% for the 2018-2019 school year.

Evaluation Data Source(s) 1: eSchool ADA report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Implement "Perfect Punctuality" attendance incentive and celebrate perfect attendance	Principal Assistant Principal Registrar	Result - Students are recognized for being present and on time to school. Impact- Increase student attendance and punctuality.				
	Problem Statements: Demographics 1 Funding Sources: 211 Title I, Part A - 1000.00					
2) Communicate attendance requirements and benefits to parents monthly	Principal Assistant Principal Attendance Clerk	Result - measured by documentation of communications Impact: Increase parent awareness and student attendance				
3) Review student attendance weekly to determine students who needs to be referred to the Attendance Committee and/or Counselor for intervention	Principal Assistant Principal Attendance Clerk	Result - Provide timely attendance interventions for students. Impact: Increase administrator awareness of students experiencing attendance issues				
	Problem Statements: Demographics 1					
4) Conference with parents of students with poor attendance monthly	Principal Assistant Principal Registrar	IMPLEMENTATION - measured by documentation of conferences IMPACT: Increase in student attendance				
5) Attendance clerk will contact parents of absent students on students' day of reported absence. A parent conference will be held with an administrator and or counselor after the 3rd absence.	Principal Assistant Principal	IMPLEMENTATION - measured by documentation of phone calls IMPACT: Increase in student attendance				
	Problem Statements: Demographics 1					
6) Establish an Attendance Committee to monitor student attendance, observe trends, and implement activities to promote attendance	Principal Assistant Principal Registrar Teachers	IMPLEMENTATION - measured by documentation of Attendance Committee meetings (agendas and sign-in sheets) IMPACT: Increase in student attendance				
	Funding Sources: 461 Campus Activity Fund - 100.00					



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: At 94%, the attendance rate is one of the lowest of the elementary schools in the district. **Root Cause 1:** The monitoring system that addresses failure to attend school is not monitored on a consistent basis

Goal 3: High Performance from Every Employee

Performance Objective 1: 100% of Pre-K - 2nd grade teachers will implement components of the Balanced Literacy Framework.

Evaluation Data Source(s) 1: Walkthroughs, T-TESS observation and Progress Monitoring Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) The Literacy Coach will provide teachers training and support them in implementing the components of Balanced Literacy.	Principal Assistant Principal	Result - Teachers will implement balanced literacy. Impact - Scholars will increase their proficiency level of mastering literacy skills and teachers will build their instructional capacity.				
Problem Statements: Student Achievement 1						
2) Literacy consultant will support teachers in the implementation of Balanced Literacy.	Principal Assistant Principal Literacy Coach	Result - Teachers will become proficient in implementing Balanced literacy Framework in their classrooms and will build their instructional capacity. Impact - Scholars will increase their proficiency level of mastering literacy skills.				
Problem Statements: Student Achievement 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2 Funding Sources: 211 Title I, Part A - 15000.00						
3) Teachers will track all student academic data and report monthly on student progress.	Principal Assistant Principal Literacy Coach	Result- Teachers will become proficient in tracking their students' progress. Impact - Scholars will receive differentiated instruction to increase their Literacy skills.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 59% of Kindergarten and 81% of First Grade students performed below the average level in the area of Reading as evidenced by MAP EOY Data. Root Cause 1: There is a lack of vertical alignment, resources that support and align to Map data report, and a consistent progress monitoring system for accountability was not implemented effectively
Student Academic Achievement

Problem Statement 1: 60% of Kindergarten scholars performed below the average level in the area of Reading as evidenced by MAP EOY Data. **Root Cause 1:** There is a lack of a consistent progress monitoring system for scholar accountability to ensure scholars are reading on or above grade level and lack of rigorous instruction to help accelerate learning.

Problem Statement 2: 81% of First grade scholars performed below the average level in the area of Reading as evidenced by EOY Map Data. **Root Cause 2:** Lack of a consistent and effective monitoring system for scholar accountability to ensure scholars are reading on or above grade level.

School Processes & Programs

Problem Statement 1: Teachers did not monitor scholar progress on a consistent basis to ensure academic success. **Root Cause 1:** Unclear expectations regarding what was being monitored to plan for scholar interventions and academic progress.









Problem Statement 2: Teachers were not required to use MAP on a consistent basis to reflect and support scholar success. **Root Cause 2:** Teachers were not adequately trained on how to use MAP and or plan needed interventions for scholar success.

Goal 3: High Performance from Every Employee

Performance Objective 2: 100% of teachers who go through the coaching cycle will improve their performance as measured by T- TESS Domain 1 & 2.

Evaluation Data Source(s) 2: Summative T-TESS Evaluation

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Literacy Coaches and will complete at least 10 walkthroughs per week and provide teachers with specific feedback and coaching.	Principal Assistant Principal	Result- Increase the number of teachers who score at a Proficient level in Domains 1 &2. IMPACT: Increase in teachers' ability to provide high-quality instruction to students				
	Problem Statements: Student Achievement 1					
2) Teachers who exhibit deficiencies in T-TESS Domain I: Planning and T-TESS Domain II: Instruction will go through the coaching cycle	Principal Assistant Principal	Result- Increase the number of students who score at or above proficient in T- TESS Domain 1 &2 IMPACT: Increase in teachers' ability to provide high-quality instruction to students				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:









Student Achievement
Problem Statement 1: 59% of Kindergarten and 81% of First Grade students performed below the average level in the area of Reading as evidenced by MAP EOY Data. Root Cause 1: There is a lack of vertical alignment, resources that support and align to Map data report, and a consistent progress monitoring system for accountability was not implemented effectively

Goal 3: High Performance from Every Employee

Performance Objective 3: 100% of teachers will participate in ICLE (Rigor & Relevance) training.

Evaluation Data Source(s) 3: Walk- Throughs and Progress Monitoring

Summative Evaluation 3:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Teachers will participate in ICLE (Rigor & Relevance) training.	Principal Assistant Principal Literacy Coach	Result - Teachers will be adequately prepared to challenge scholars to achieve at higher levels. Impact - Scholars will meet grade level standards and promoted to the next level.				
2) Teachers will utilize Rigor/Relevance protocol in planning PLC to ensure highly effective lessons that will lead to scholar mastery of TEKS.	Principal Assistant Principal Literacy Coaches					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Opportunities and Choice for Every Family

Performance Objective 1: Increase parent participation in K-12 Insight School Quality Survey from 50 to 150 participants.

Evaluation Data Source(s) 1: K12 Insight School Quality Survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Communicate importance of survey to parents before the survey window opens and again in the middle of the survey window	Principal	Result- Parent's voice will be heard. IMPACT: Improve overall school performance.				
Problem Statements: School Culture and Climate 2 - Perceptions 1						
2) Schedule a parent involvement activity during the survey window	Principal Assistant Principal Computer Instructional Technologist Parent Liason	Result - Increase in number of survey participants. Impact- Improve parent/school communication and involvement.				
3) 3) The school parent liaison will plan parent involvement activities to increase parental engagement in school sponsored instructional activities.	Principal Assistant Principal	Result - Increase overall parent involvement in curriculum activities. Impact - Improve parent/school partnership in meeting differentiated scholar's academic needs.				
Problem Statements: School Culture and Climate 2, 4 Funding Sources: 211 Title I, Part A - 2000.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: Parent Survey indicates that students need to be challenged by their schoolwork. Root Cause 2: Lack of Differentiated Instruction that focuses on Rigor and Relevance.
Problem Statement 4: Problem Statement 4: Staff Survey indicates that there is a need for the school to use family input to improve instruction. Root Cause 4: Root Cause: Teachers focus on behavior when communicating with parents on a weekly basis.
Perceptions

Problem Statement 1: Parents do not receive timely and helpful feedback about student work. **Root Cause 1:** Communication log that is sent home on a daily basis focuses on student behavior.

Goal 4: Opportunities and Choice for Every Family

Performance Objective 2: Parent communication will improve by providing parents timely feedback regarding scholar's academic and behavior progress.

Evaluation Data Source(s) 2: K-12 Insight School Quality Survey

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Teacher will send home weekly communication logs that reflect student academic and behavior progress.	Principal Assistant Principal Student Support Services	Result - Teachers will improve parent communication.				
		Impact - Parents will be informed on students progress and work with the teacher to support scholar's academic success.				
Problem Statements: School Culture and Climate 1						
2) Parent survey will be sent monthly to rate us on timely feedback.	Principal Assistant Principal Parent Liaison	Result - Parents will have increased timely feedback.				
		Impact - Increase School Home Connections.				
Problem Statements: School Culture and Climate 1						
3) Teachers will participate in ICLE (Rigor and Relevance) training.	Literacy Coach Principal Assistant Principal Student Support Service	Result - Teachers will be trained to demonstrate teaching mastery in the areas of Rigor and Relevance.				
		Impact - Scholars are challenged with meaningful learning that is rigorous required higher level thinking.				
Problem Statements: School Culture and Climate 2						
4) Provide scholars the opportunity to enroll in a Dual Language Program consisting of Spanish Speakers and English Speakers.	Principal Assistant Principal	Result - Opportunities and choice will increase for families of early learners.				
		Impact - Scholars will become bi-literate.				
Funding Sources: 211 Title I, Part A - 9000.00						
5) 100% of GT Kinder and 1st grade students will have the opportunity to participate in field experiences.	Principal Assistant Principal	Result - Spring ISD will increase opportunities and choice for families of gifted learners.				
6) 100% of Kindergarten and 1st grade GT scholars will complete a scholar inventory and at minimum two Renzulli independent study projects (one per semester)	Principal Assistant Principal Counselor	Result - SISD will increase opportunities and choice for families of gifted learners.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 2 Problem Statements:



School Culture and Climate
Problem Statement 1: Parent Survey indicates that teachers do not give timely and helpful feedback about student work. Root Cause 1: Communiation log that is sent home on a daily basis focuses on Student Behavior
Problem Statement 2: Parent Survey indicates that students need to be challenged by their schoolwork. Root Cause 2: Lack of Differentiated Instruction that focuses on Rigor and Relevance.

Goal 5: Opportunities and choice for every family.

Performance Objective 1: The WATCH D.O.G.S. initiative will be expanded to include 5 additional fathers.

Evaluation Data Source(s) 1: WATCH D.O.G.S. member roster

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Recruit fathers to participate in WATCH D.O.G.S. during Meet the Teacher, Open House, and via the campus website and newsletter	Principal Assistant Principal Counselor	Result- Decrease behaviors that interfere with instruction, improve attendance and punctuality. Impact- Increase parental involvement on campus				
Problem Statements: Demographics 1 Funding Sources: 211 Title I, Part A - 300.00						
						

Performance Objective 1 Problem Statements:








Demographics
Problem Statement 1: At 94%, the attendance rate is one of the lowest of the elementary schools in the district. Root Cause 1: The monitoring system that addresses failure to attend school is not monitored on a consistent basis

Goal 5: Opportunities and choice for every family.

Performance Objective 2: Each grade level will participate in at least one academically-focused field trip by May 3, 2018.

Evaluation Data Source(s) 2: Field trip planning documents

Summative Evaluation 2:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Team leaders will organize one TEKS-focused field trip for their grade level	Principal Assistant Principal	Result- Students will participate in a hands on and relevant field trip experience that reinforces taught curriculum. Impact: Increase student opportunity to participate in learning situations outside of school				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Opportunities and choice for every family.

Performance Objective 3: 100% of students will participate in 135 minutes of Physical Education per week.

Evaluation Data Source(s) 3: Master schedule

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) All students will participate in the formal physical education classroom for 60 minutes each week and participate in Activity Station Rotations.	Principal Assistant Principal Teachers	Result - Scholars will participate in physical activities each week. Impact - Scholars experience different activities that promote healthy lifestyle.				
Funding Sources: 211 Title I, Part A - 1500.00						
2) All students will participate in recess for 100 minutes per week	Principal Assistant Principal Teachers	Result -Scholars participate in physical activities each week. Impact - Scholars will increase their physical activity that promotes a healthy lifestyle.				
3) Parents will be invited to participate in field day activities that promote physical activity and health.	Principal Assistant Principal PE Teacher	Result - Scholars will experience different activities that promote a healthy lifestyle. Impact - Scholars will increase their physical activity awareness to promote a healthy lifestyle.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Opportunities and choice for every family.

Performance Objective 4: 100% of 1st grade students will participate in a transition visit at Clark Intermediate School by May 24, 2018.

Evaluation Data Source(s) 4: Transition visit plan

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) The Counselor will work with staff at Clark Intermediate School to plan and complete a transition visit for all 1st grade students	Principal Counselor	Result- Students tour their future school and meet the teaching staff. Impact- Prepare students to transition to elementary school				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Personnel for Clark Primary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aldo Vidal	Student Support Specialist		

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
TBD	Math Tutor	Part A	.5
TBD	Pre-Kindergarten Aide	Part A	.5

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Cynthia Gomez	Principal
Administrator	Gail Macari	Assistant Principal
Classroom Teacher	Paulette Young	Teacher
Non-classroom Professional	Aldo Vidal	Student Support Specialist
Counselor	Rakia Veal	Counselor
Classroom Teacher	Orland Watson	classroom teacher
Classroom Teacher	Michael Thomas	Classroom Teacher
District-level Professional	Kerri Davis	Pre-K Coordinator
Classroom Teacher	Phaedra Burton	Classroom Teacher
Classroom Teacher	Michelle Carter	Classroom Teacher

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$15,000.00
1	1	2	Reading A-Z Online Libarary of Books		\$2,000.00
1	1	3	Chart Paper, Index Cards, Paper, Printers, toner, pens, pencils,sharpeners,journals, planners, pocket charts, post it notes,staples, folders, scanners.		\$15,000.00
1	1	3	General supplies - paper, printers, toner, binders, markers, dividers, pencils/pens, journals, chart paper, post-it notes		\$1,200.00
1	1	3	Ink Cartridge for Academic Alphabet Cards, Laminating Film to laminate academic cards, headphones for computer lab		\$1,000.00
1	1	7	Spanish and English Books		\$3,700.00
1	2	2	Snacks for Parental Involvement Activity		\$300.00
1	2	3	Salary for Paraprofessional		\$25,000.00
1	2	4	Teach Like a Champion books and Clipboards		\$1,000.00
1	2	6	Licenses for Online Programs		\$7,500.00
1	2	7			\$25,000.00
2	1	1	Certificates, attendance tokens and awards		\$1,000.00
3	1	2	Salary for Consultant		\$15,000.00
4	1	3	Parent Liasion		\$2,000.00
4	2	4	Dual Language Professional Learning Books and Leveled Spanish Books		\$9,000.00
5	1	1	T- Shirts for Watch Dogs		\$300.00
5	3	1	PE Stations		\$1,500.00
Sub-Total					\$125,500.00
Budgeted Fund Source Amount					\$125,500.00
+/- Difference					\$0

Grand Total	\$125,500.00