

Spring Independent School District

2020-21

Elementary
Campus Improvement Plan

Clark Intermediate



Campus Needs Assessments

REFLECTION QUESTIONS

Please complete the following section using the Comprehensive Needs Assessment (CNA) and submit that analysis documentation with the CIP.

<p>What are some key takeaways about your community's needs that were illuminated by the remote learning transition? (Examples might include engagement challenges, digital divide, additional parental and family supports)</p>	<p>The first key takeaway we analyzed was the digital divide amongst our families. Additionally, there are at least 40 families that are still in need of Chromebooks. As time went on, we noticed parents/students were unable to log-in using the district platforms Schoology, Google Meets, and the Home Access Center due to the lack of families knowing their usernames and passwords. We also noticed a decrease in discipline referrals in the virtual environment.</p> <p>On the school's side, administration experienced difficulty providing professional development that typically would have occurred face-to-face. For example, administration had to quickly adapt to how to provide effective coaching and professional development virtually. There was challenge in delivering how to implement the SpringWay Systems and Routines and monitoring the implementation in the virtual environment.</p>
<p>What additional data did you consider that reflects a goal of closing the gap and addressing disproportionality? (Examples might include attendance, discipline, ESSA Domain 3 data leading to Comprehensive/ Targeted/ Additional Targeted ratings)</p>	<p>Demographics Summary</p> <p>Clark Intermediate is a 2nd – 5th grade campus located in a diverse residential community in the Spring Independent School District. Although Clark Intermediate sits in a diverse residential community, the majority of the student population live in neighboring apartment complexes such as, Pecan Square Apts., Cranbrook Forest Apts. and Monticello Apts. Clark Intermediate School ended the 2019-2020 school year with 665 students. To date, Clark Intermediate has 706 students enrolled.</p> <p>Clark Intermediate Student Demographics: 37% (244 students) Hispanic; 56% (373 students) African American; 1.8% (12 students) White; 2% (14 students) American Indian; 3% (17 students) Asian; and .15% (1 student) as Native Hawaiian.</p> <p>Clark Intermediate Subpopulation Demographics: 24% bilingual (158 students), 5% ESL (35 students), 31% LEP (205 students), 94% Economically Disadvantaged (622 students), 9% Special Education (61 students), 2% 504 (15 students), .75% Dyslexic (5 students), 5% Gifted Talented (30 students), 74% at-risk (492 students), and 0% homeless students.</p> <p>Our attendance increased this year to an end of the year average of 96%.</p> <p>Clark Intermediate has a total of 63 faculty and staff members. There are 41 teachers: 9 are 2nd grade teachers (3 Bilingual); 7 are 3rd grade teachers (2 Bilingual); 7 are 4th grade teachers (2 Bilingual); 7 are 5th grade teachers (2 Bilingual); 5 Fine Arts teachers; and 6 Special</p>

Education teachers. Our teachers' experience ranges from zero to 30 years.

Clark Intermediate Teacher Demographics:

2nd Grade

3 out of 9 teachers are new to the grade level
1 added position
2 teachers no longer work at the campus
33% turnover rate

3rd Grade

3 out of 7 teachers are new to the grade level
3 teachers no longer work at the campus
42% turnover rate

4th Grade

6 out of 7 teachers are new to the grade level
6 no longer work at the campus
1 teacher added from the Fine Arts Team
86% turnover rate

5th Grade

5 out of 7 teachers are new to the grade level
1 teacher retired
4 teachers no longer work at the campus
1 teacher moved to the Fine Arts Team
71% turnover rate

Special Education

2 out of 6 teachers are new to the grade level
1 added position
0% turnover rate

Fine Arts

2 out of 5 teachers are new to the grade level
1 teacher no longer works at the campus
1 teacher moved to fourth grade
1 teacher added from the 5th grade
40% turnover rate

Demographic Strengths

The strength of our demographics includes:

- There was a 6% increase in student population growth from the previous year
- Attendance rate increased from 94.6% to 96%
- 50% of the core content areas retained a stable teacher staff

Student Academic Achievement Summary

Texas Education Agency provides an annual academic accountability rating to its public schools. The ratings examine student achievement, student progress, closing achievement gaps, and post-secondary readiness. Preliminary reports indicate that Clark Intermediate School met 2 of the 4 target areas for the *2018-2019 school year.

Domain 1: Student Achievement 58

Domain 2: Part A-Academic Performance 62

Part B-Relative Performance **58**

Domain 3: Closing Gaps 63

Total Score: 62

As a result of student performance in Domains 1, 2A, 2B, and 3, Clark Intermediate School preliminary report will receive a "Met Standard" Accountability Rating from the Texas Education Agency for the 2018-2019 school year.

Clark intermediate utilized MAP and FALL/Spring Benchmark district assessment data to identify how students performed during the 2019-2020 school year. State accountability was not factored into this performance due to COVID-19 pandemic.

** Only online instruction occurred from March 2020 through May 2020

Student Academic Achievement Strengths

On the 2018 STAAR Assessment, the following scores for all grade levels that increased in Approaches, Meets, and Masters are shown below.

3rd Reading

- Meets increased 6% from 25% to 31%
- Masters increased 11% from 10% to 21%

5th Reading

- Masters increased 1% from 11% to 12%

3rd Math

- Meets increased 10% from 25% to 35%
- Masters increased 4% from 10% to 14%

5th Math

- Meets increased 8% from 35% to 43%
- Masters increased 2% from 18% to 20%

5th Science

- Meets increased 8% from 15% to 23%
- Masters increased 3% from 5% to 8%

MATH	Approaches	Meets	Masters	Increase
Third	69%	35%	14%	Yes
Fifth	72%	43%	20%	Yes

READING	Approaches	Meets	Masters	Increase
Third	63%	31%	21%	Yes
Fifth	70%	27%	12%	Yes





SCIENCE	Approaches	Meets	Masters	Increase
Fifth	54%	23%	8%	Yes

*Data from 2018-2019 school year.

2019-2020 Edmentum				
	Not On-Track	On Track	Meets	Masters
Reading				
3 rd (143 students)	3 rd 94=65%	3 rd 32=22%	3 rd 13=9%	3 rd 4=2%
4 th (153 students)	4 th 68=44%	4 th 54=35%	4 th 20=13%	4 th 11=7%
Math				
2 nd (154 students)	2 nd 74 = 48%	2 nd 51=33%	2 nd 23 = 14%	2 nd 6 = 3%
3 rd (145 students)	3 rd 82 = 56%	3 rd 4=30%	3 rd 17 = 11%	3 rd 2=1%
4 th (152 students)	4 th 71 = 46%	4 th 52 = 34%	4 th 18= 11%	4 th 11=7%
What data do you consider most relevant to the instructional strategies that will be used in 2020-21 to see growth in core content areas? (Examples might include TAPR, MOY data, engagement and COVID)	<ul style="list-style-type: none"> • MAP MOY DATA • BOY STAAR DATA • Edmentum Data 			



Student Outcomes

DISTRICT AREAS OF FOCUS	DISTRICT STRATEGIC ACTIONS:	DISTRICT MEASUREMENTS OF SUCCESS BY JUNE 2021
<p>1. Growth in Core Content Areas</p>	<ul style="list-style-type: none"> ▪ Ensure each campus implements with fidelity 2 targeted campus-level instructional strategies per core content area. These instructional strategies will be chosen by each campus in response to their campus' 2020-21 comprehensive needs assessment that was done with an equity lens ▪ Ensure each campus implements with fidelity the Spring ISD 2020-21 Instructional Continuity Plan designed to support the student learning — both in-person and remote students — during this unprecedented time 	<ul style="list-style-type: none"> ▪ READING <ul style="list-style-type: none"> ◦ Grades 3-5 students —  5-15 PPT growth at the meets level on STAAR ▪ MATH <ul style="list-style-type: none"> ◦ Grades 3-5 students —  5-15 PPT growth at the meets level on STAAR ▪ WRITING <ul style="list-style-type: none"> ◦ Grade 4 students —  5-15 PPT growth at the meets level on STAAR ▪ SCIENCE <ul style="list-style-type: none"> ◦ Grade 5 students —  5-15 PPT growth at the meets level on the STAAR
<p>2. Early Childhood</p>	<ul style="list-style-type: none"> ▪ Implement full-day PK program ▪ Ensure campuses implement Early Childhood Literacy Initiative focused on Phonological Awareness, Letter-Sound Correspondence and Early Writing <ul style="list-style-type: none"> ◦ Establish Early Childhood literacy targets ◦ Administer screeners and monitor literacy ◦ Establish Early Childhood mathematics targets ◦ Administer screeners and monitor math 	<ul style="list-style-type: none"> ▪ 100% of campuses have full-day PK with each campus' student participation rate at ≥ 5 percent of total student population ▪ 90% of PK students have mastered EOY CIRCLE learning areas of Phonological Awareness, Early Writing, and Letter-Sound Correspondence with a score of ON TRACK (on all three learning areas). ▪ 90% of PK students have an EOY CIRCLE Math score of ON TRACK. ▪ 90% of KG students have mastered EOY TPRI (Listening Comprehension) or Tejas Lee (Comprensión auditiva) with a score of DEVELOPED (D)



2020-21 Campus Student Outcomes

CAMPUS AREA OF FOCUS	CAMPUS STRATEGIC ACTIONS:	CAMPUS MEASURES OF SUCCESS BY JUNE 2021																								
<p>Growth in Reading</p>	<p>Instructional Strategy #1 Teachers will utilize Champion Time daily to focus on reading prerequisite skills such as phonics (decoding), fluency (word recognition and fluency rates), comprehension (questioning, summarizing, analyzing text structure, and inferencing), and vocabulary development (semantic maps, synonyms/antonyms, and dictionary skills). Ongoing training and materials will be provided to teachers during a Learning PLC.</p> <ul style="list-style-type: none"> The Instructional Leadership Team (ILT) will monitor the implementation of this strategy by analyzing the pre-and post- test results to determine effectiveness of the prescribed intervention bi-weekly. The data will be collected and stored on a data tracker. During walkthroughs all subjects (ELAR, Math, Science and Social Studies) are monitored by the campus ILT to ensure consistent implementation of expectations (5.2). All content Planning PLC's with the grade level teams ensures instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are discussed and intentionally designed to meet the needs of students with disabilities and English learners among other student groups. (4.1) 	<p>READING ↑ Grades 3-5 students — 15 PPT growth at the meets level on STAAR.</p> <p><i>Goal:</i> By June 2021, student achievement in Reading for grades 3 through 5 will increase from 28% "Meets" level to 43% as measured by the STAAR Reading test.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th colspan="4" style="text-align: center;">Accountability</th> </tr> <tr> <th style="width: 20%;">Subject</th> <th style="width: 15%;">2018-19 EOY STAAR</th> <th style="width: 20%;">2020-2021 Goal</th> <th style="width: 45%;">Growth Pts.</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">15%</td> </tr> <tr style="background-color: #f2f2f2;"> <td colspan="4" style="text-align: center;"> </td> </tr> <tr> <th>Subject</th> <th>Fall 2020</th> <th>2020-2021 Goal</th> <th>Growth Pts.</th> </tr> <tr> <td>BOY Reading</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">15%</td> </tr> </tbody> </table> <p><u>Measures of Success 1:</u> Students will score 75% or higher on post assessments.</p> <p><u>Measures of Success 2:</u> 100% of reading teachers will implement the literacy block as outlined in the curriculum</p> <p><u>Measures of Success 3:</u> 100% of teachers will complete data portfolios after each Checkpoint, interim assessment, and unit test beginning in October.</p> <p><u>Measures of Success 4:</u></p>	Accountability				Subject	2018-19 EOY STAAR	2020-2021 Goal	Growth Pts.	Reading	28%	43%	15%					Subject	Fall 2020	2020-2021 Goal	Growth Pts.	BOY Reading	9%	24%	15%
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Instructional Strategy #2

Beginning October 26, 2020, teachers and students will keep a data portfolio to track evidence of learning and progress.

- The data portfolio is expected to be updated within a week of a Checkpoint, interim assessment, and/or unit test.
- A copy of the student's data will be sent to the parent after completion. As a result, this will create ownership for both the teacher and student in the data-driven process.
- The ILT will collect data portfolios for review and provide necessary adjustment feedback.
- During DDAP PLC's teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach (5.3)


100% of students will complete data portfolios after each Checkpoint, interim assessment, and/or unit test beginning in October.

Instructional Strategy #1

Beginning October 19, 2020, Clark Intermediate will implement a school-wide initiative during the Do Now section of the lesson cycle. Math teachers will focus on computation fluency that encompasses all math operations.

- The Instructional Leadership Team (ILT) will monitor and analyze Friday's Do Now data trackers to determine if computation fluency is increasing.

MATH

Grades 3-5 students — **15 PPT growth** at the meets level on STAAR. 

Goal:

By June 2021, student achievement in Math for grades 3 through 5 will increase from **34%** "Meets" level to **49%** as measured by the STAAR Math test.

Growth in Math**Instructional Strategy #2**

Beginning October 26, 2020, teachers and students will keep a data portfolio to track evidence of learning and progress.


- The data portfolio is expected to be updated within a week of a Checkpoint, interim assessment, and/or unit test.
- A copy of the student's data will be sent to the parent after completion. As a result, this will create ownership for both the teacher and student in the data-driven process.

Accountability			
Subject	2018-19 EOY STAAR	2020- 2021 Goal	Growth Pts.
Math	34%	49%	15%
Subject	Fall 2020	2020-2021 Goal	Growth Pts.
BOY Math	4%	19%	15%

Measures of Success 1:

75% of students will score 100% on the Friday Do Now.

Measures of Success 2:

	<ul style="list-style-type: none"> The ILT will collect data portfolios for review and provide necessary adjustment feedback. 	<p>100% of teachers will complete data portfolios after each Checkpoint, interim assessment, and/or unit test.</p> <p><u>Measures of Success 3:</u> 100% of students will complete data portfolios after each Checkpoint, interim assessment, and/or unit test.</p>																				
<p>Growth in Writing</p>	<p>Instructional Strategy #1 Beginning October 26, 2020, during the 4th grade writing block, teachers will utilize the Do Now section of the lesson cycle to focus on revision and editing skills.</p> <ul style="list-style-type: none"> The Instructional Leadership Team (ILT) will monitor the data by analyzing Friday’s Do Now data trackers to determine student proficiency levels on revision and editing. Additionally, the Instructional Leadership Team will observe the “Do Now” block and provide written feedback. 	<p>WRITING </p> <p>Grade 4 students — 15 PPT growth at the meets level on STAAR.</p> <p><i>Goal:</i> By June 2021, Writing for grade 4 will increase from 19% “Meets” level to 34% as measured by the STAAR Writing test.</p> <table border="1" data-bbox="954 842 1511 1119"> <thead> <tr> <th colspan="4">Accountability</th> </tr> <tr> <th>Subject</th> <th>2018-19 EOY STAAR</th> <th>2020- 2021 Goal</th> <th>Growth Pts.</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>19%</td> <td>34%</td> <td>15%</td> </tr> <tr> <th>Subject</th> <th>Fall 2020</th> <th>2020-2021 Goal</th> <th>Growth Pts.</th> </tr> <tr> <td>BOY Writing</td> <td>2%</td> <td>17%</td> <td>15%</td> </tr> </tbody> </table> <p><u>Measures of Success 1:</u> 75% of students will score 100% on the Friday Do Now.</p> <p><u>Measures of Success 2:</u> 100% of teachers will complete data portfolios after each Checkpoint, interim assessment, and unit test.</p> <p><u>Measures of Success 3:</u> 100% of students will complete data portfolios after each Checkpoint, interim assessment, and unit test.</p>	Accountability				Subject	2018-19 EOY STAAR	2020- 2021 Goal	Growth Pts.	Writing	19%	34%	15%	Subject	Fall 2020	2020-2021 Goal	Growth Pts.	BOY Writing	2%	17%	15%
	Accountability																					
Subject	2018-19 EOY STAAR	2020- 2021 Goal	Growth Pts.																			
Writing	19%	34%	15%																			
Subject	Fall 2020	2020-2021 Goal	Growth Pts.																			
BOY Writing	2%	17%	15%																			
<p>Instructional Strategy #2 Beginning October 26, 2020, teachers and students will keep a data portfolio to track evidence of the learning and progression of revision and editing data.</p> <ul style="list-style-type: none"> The data portfolio is expected to be updated within a week of a Checkpoint, interim assessment, and/or unit test. A copy of the student’s data will be sent to the parent after completion. As a result, this will create ownership for both the teacher and student in the data-driven process. The ILT will collect data portfolios for review and provide necessary adjustment feedback. 																						
<p>Growth in Science</p>	<p>Instructional Strategy #1 Beginning October 26, 2020, 5th science teachers, along with 2nd – 4th teachers will conduct at least one lab a week, which will provide students with a hands-on experience over TEKS students historically scored the lowest on in the past.</p>	<p>SCIENCE Grade 5 students — 15 PPT growth at the meets level on the STAAR.</p> <p><i>Goal:</i> By June 2021, student achievement in Science for grade 5 will increase from 23%</p>																				

- The Instructional Leadership Team (ILT) will develop a science lab schedule, observe lab lessons, and provide written feedback.

Instructional Strategy #2

Beginning October 26, 2020, teachers and students will keep a data portfolio to track evidence of the learning and progression of revision and editing data.

- The data portfolio is expected to be updated within a week of a Checkpoint, interim assessment, and/or unit test.
- A copy of the student’s data will be sent to the parent after completion. As a result, this will create ownership for both the teacher and student in the data-driven process.
- The ILT will collect data portfolios for review and provide necessary adjustment feedback.

“Meets” level to **38%** as measured by the STAAR Science test.

Accountability			
Subject	2018-19 EOY STAAR	2020- 2021 Goal	Growth Pts.
Science	23%	38%	15%
Subject	Fall 2020	2020-2021 Goal	Growth Pts.
BOY Science	1%	16%	15%

Measures of Success 1:

The 5th grade students will score at least 70% or higher on the Checkpoint, district interim, and/or campus-based common assessment on which the following TEKS were assessed: TEKS 5.9 B, 5.9A, 5.8C, 5.7B, 5.7A, 5.6D. 5.6C, 5.6B, 5.6A, 3.9A, 5.10 A, and 5.10B.

Measures of Success 2:

100% of teachers will complete data portfolios after each Checkpoint, interim assessment, and unit test.

Measures of Success 3:

100% of students will complete data portfolios after each Checkpoint, interim assessment, and unit test.

OTHER MEASURES

CAMPUS AREA OF FOCUS	CAMPUS STRATEGIC ACTIONS:	CAMPUS MEASURES OF SUCCESS <i>(Please include 1-2 measures per strategy)</i>
Social Emotional	<p>Social Emotional Strategy #1 Beginning October 12, 2020, Clark Intermediate will implement a new initiative called the Mindfulness program in grades 3-5 to teach mindfulness and breath awareness, which will help mitigate the effects of internal and external stressors.</p>	<p><u>Measures of Success 1:</u> 50% of the students that turned in a consent form will participate in the Mindfulness program.</p> <p><u>Measures of Success 2:</u> During the first week of implementation, a pre-assessment will be administered to determine baseline data and establish year-long goals. Our expectation is that at least 80% of the students that participate in the program will be able successfully implement coping skills to de-escalate internal and external stressors.</p>
	<p>Social Emotional Strategy #2 Beginning October 12, 2020, Clark Intermediate will implement Restorative Circle to support those in conflict and build community in grades 2nd – 5th by using methods to create calmer, more focused classrooms for a minimum of 10 minutes per day.</p>	<p><u>Measures of Success 1:</u> 100% of teachers will embed at least one Clark Characteristic during restorative circle to help build community within the classroom, as well as, reinforce Clark’s Core Values.</p> <p><u>Measures of Success 2:</u> During the first week of implementation, a student survey will be administered to establish a baseline to determine students’ sense of belonging to the Clark community. Additionally, at the end of each month, a survey will be administered to determine the effectiveness of Restorative Circle at each grade level. Utilizing the survey results, at least 90% of our students will feel a sense of belonging to Clark Intermediate.</p>
CAMPUS AREA OF FOCUS	CAMPUS ACTIONS:	CAMPUS MEASURES OF SUCCESS <i>(Please include 1-2 measures per strategy)</i>

Parent Engagement	<p>Parent Engagement Strategy #1 Conduct (3) parental involvement workshops (December 1, January 21, and February 25) with a menu of choices such as:</p> <ul style="list-style-type: none"> • Content-based test taking strategies • Social Emotional well-being • How to support instruction at home 	<p><u>Measures of Success 1:</u> After the completion of each parental involvement workshop survey, we will receive a satisfactory rate of 90% or higher.</p> <p><u>Measures of Success 2:</u> After the first workshop, parent participation for each workshop thereafter will increase by 10%.</p>
	<p>Parent Engagement Strategy #2 Beginning in October the SMORE newsletter will include a parent needs assessment questionnaire on the following items, such as:</p> <ul style="list-style-type: none"> • Core curricular strategies • Social Emotional support • Any other basic needs 	<p><u>Measures of Success 1:</u> The ability to assist at least two families per month based on the Needs Assessment questionnaire. The campus will utilize Google Forms as a means to track the data and families we are assisting throughout the 2020-2021 school year.</p> <p><u>Measures of Success 2:</u> Increase the number of parents completing the needs assessment questionnaire by 5% each month. The questionnaire will start October 24th where the campus will collect baseline data to determine if we are meeting monthly targets.</p>

FUNDING DETAILS

CAMPUS AREA OF FOCUS	RESOURCES SUPPORTING OUTCOME	FUNDING SOURCE	AMOUNT
Reading	Region IV Professional Development	TITLE I	\$500
Reading	STAAR Resources & Materials, Lead4ward	TITLE I	\$10,000
Reading	Classroom General Supplies	TITLE I	\$20,000
Parent Engagement	General Supplies & Technology for the Parent Center	TITLE I	\$3,500
Math	Region IV Professional Development	TITLE I	\$500
Math	STAAR Resources & Materials, Lead4ward	TITLE I	\$10,000
Reading	Technology: Chromebook Cart, Ipads	TITLE I	\$30,000
Science	STEMscopes	TITLE I	\$5,000
Science	STAAR Resources & Materials, Lead4ward	TITLE I	\$10,000
Writing	Region IV Professional Development STAAR Resources & Materials, Lead4ward	TITLE I	\$10,000

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FUNDING DETAILS

CAMPUS AREA OF FOCUS	KEY PERSONNEL	FUNDING SOURCE	AMOUNT
Reading	DIGITAL LEARNING COACH	TITLE I	\$67, 903.93
Reading	INSTRUCTIONAL SPECIALIST	STATE COMPENSATORY EDUCATION	\$60, 491
Social Emotional	COUNSELOR-AT RISK	STATE COMPENSATORY EDUCATION	\$64, 744
Reading	STUDENT REPORT SPECIALIST	STATE COMPENSATORY EDUCATION	\$59, 057
Choose one	Choose one	Choose one source	<u>Click or tap here to enter text.</u>
Choose one	Choose one	Choose one source	<u>Click or tap here to enter text.</u>
Choose one	Choose one	Choose one source	<u>Click or tap here to enter text.</u>
Choose one	Choose one	Choose one source	<u>Click or tap here to enter text.</u>
Choose one	Choose one	Choose one source	<u>Click or tap here to enter text.</u>
Choose one	Choose one	Choose one source	<u>Click or tap here to enter text.</u>