

Spring Independent School District
Clark Elementary
2023-2024 Improvement Plan

Accountability Rating: C



Mission Statement

The mission of Clark Intermediate is to improve lives through literacy by providing scholars with differentiated academics and a positive social environment that is fostered by cooperative efforts between the school and the community.

Vision

Our vision is to cultivate a school environment that focuses on the whole child, and provide equitable opportunities for all students.

Value Statement

At Clark we value integrity, respect, and hard work to ensure a learning environment. We lead by example, and work as a TEAM!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students	17
Goal 2: EQUITY - Remove unacceptable barriers to student and staff success	39
Goal 3: ENGAGEMENT - Empower family and student voices in support of positive student outcomes	43
Goal 4: WELL-BEING - Ensure all schools are welcoming, safe environments where social and emotional needs are met	45
Goal 5: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel	47
Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization	49
State Compensatory	53
Budget for Clark Elementary	53
Personnel for Clark Elementary	53
Title I	54
1.1: Comprehensive Needs Assessment	54
2.1: Campus Improvement Plan developed with appropriate stakeholders	54
2.2: Regular monitoring and revision	54
2.3: Available to parents and community in an understandable format and language	54
2.4: Opportunities for all children to meet State standards	54
2.5: Increased learning time and well-rounded education	54
2.6: Address needs of all students, particularly at-risk	54
3.1: Annually evaluate the schoolwide plan	54
4.1: Develop and distribute Parent and Family Engagement Policy	55
4.2: Offer flexible number of parent involvement meetings	55
5.1: Determine which students will be served by following local policy	55
Title I Personnel	56

Comprehensive Needs Assessment

Demographics

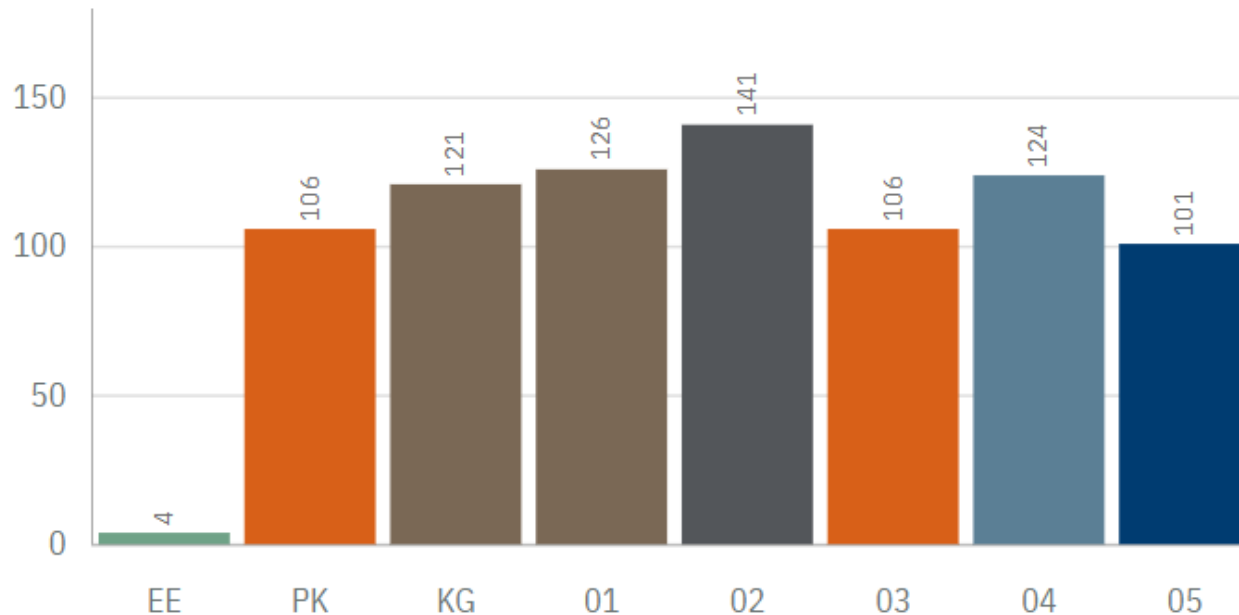
Demographics Summary

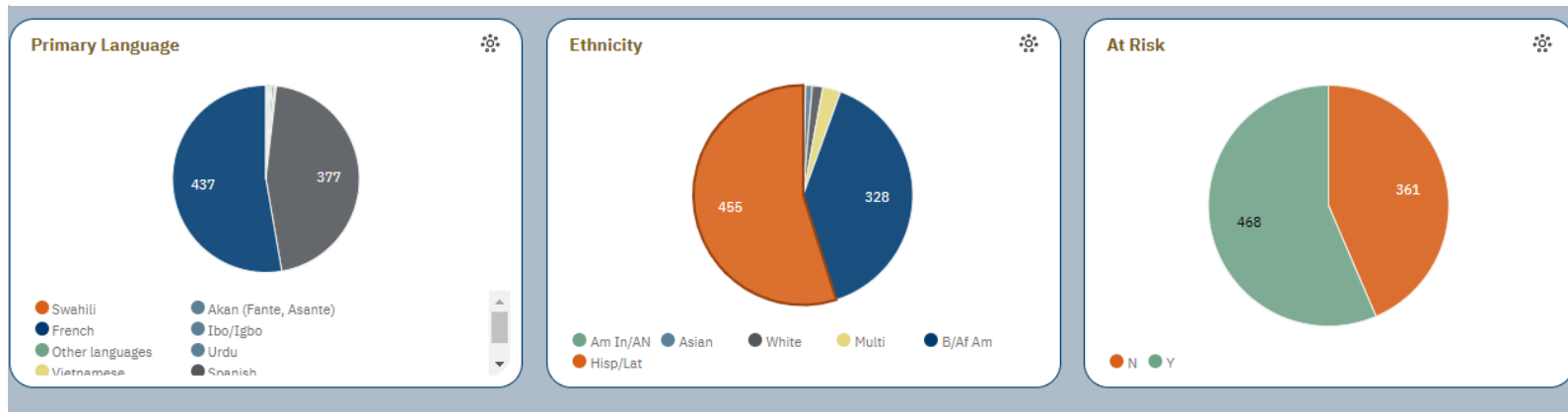
Clark Elementary is located in a diverse residential community in the southern region of the Spring Independent School District. The first cohort of students enrolled in August 2003. During the 2022 - 2023 school year, Clark Primary and Clark Intermediate, merged into one campus, and formed Clark Elementary. The campus now enroll students in grades PreK-5th.

Although, Clark Elementary sits in a middle-class, diverse residential community, the majority of our student population lives in neighboring apartment complexes such as Pecan Square Apartments., Cranbrook Forest Apartments, and Monticello Apartments. During the 2023-2024, the campus was rezoned and several programs servicing our Special Education students were moved to other campuses, which has resulted in low enrollment.

The 2023 - 2024 enrollment for Clark is currently 829 students, and of the total enrollment, 468 students are classified as "At Risk". Our student demographics consist of African American(328) Hispanic(455) White(13), Asians(8), and multi race (22) students. The primary language is English (437 students), however we do offer bilingual classes, in which 377 students receive bilingual instruction. In addition, we offer an ECSE bilingual program for three year old students, and a CASE program to support our students with special needs.

Enrollment by Grade Level





Demographics Strengths

Currently for the 2023-2024 school year, Clark Elementary is 100% staffed in all general and bilingual classrooms for the 2023-2024 school year. Our certified teachers have an average of 5-7 years teaching experience, and at least half of our DOI teachers are enrolled in a teacher prep program. The teacher student ratio averages 20:1 across 3rd-5th testing grade levels. In addition we have a School Counselor, Behavioral Specialist, and Culture Lead that supports our SEL program.

At Clark our teachers and staff are a reflection of our student population. Students feel safe and valued because they have teachers who represent them. We celebrate and welcome all cultures at Clark.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus did not meet attendance goal. Overall attendance percentage for 2022-2023 was 86.7% Our goal was 97%. **Root Cause:** Excessive tardies and chronic absenteeism due to lack of consistency in implementation of attendance/truancy policy.

Student Learning

Student Learning Summary

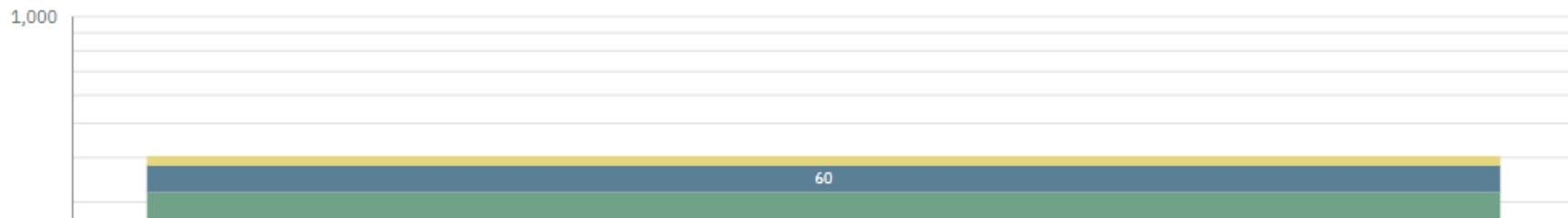
The data below shows a comparison of student growth and achievement over the past 3 years. At Clark we track and monitor student growth through various assessments. Students in grades K-2nd take the m-Class Reading assessment and the MAP Math assessment to measure student growth and achievement. Students in grades 3rd-5th take the MAP Reading and Math assessment and STAAR exam. Fifth grade students also take STAAR Science assessment. Our STAAR results for the 2022-2023 school year, show that a few areas of improvement, but we still have a lot of work to do in TIER1 instruction. Looking at the data, it appears that that 3rd & 4th grade Math is a primary focus area. In addition, the data shows that for the 2022-2023 school that 173 students of our LEP and/or bilingual students are at the beginning level according to TELPAS assessment.

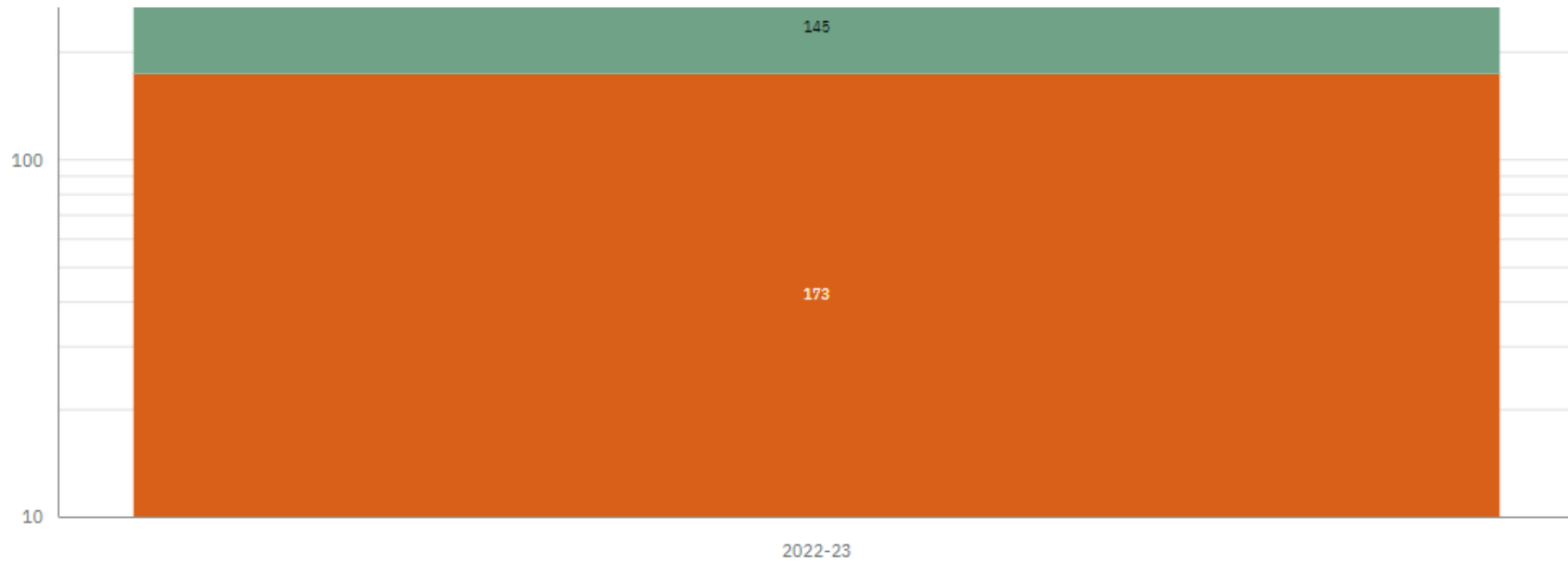
2022-2023 STAAR DATA

Grade 3 Reading	Number tested	DNM	Approaching	Meets	Master
	158	55%	45%	22%	5%
Grade 4 Reading	133	60%	40%	11%	1%
Grade 5 Reading	146	46%	54%	22%	7%
Grade 3 Math	160	58%	42%	16%	6%
Grade 4 Math	135	62%	38%	19%	4%
Grade 5 Math	147	48%	52%	17%	1%

TELPAS Results

● 1 | Beginning ● 2 | Intermediate ● 3 | Advanced ● 4 | Advanced High

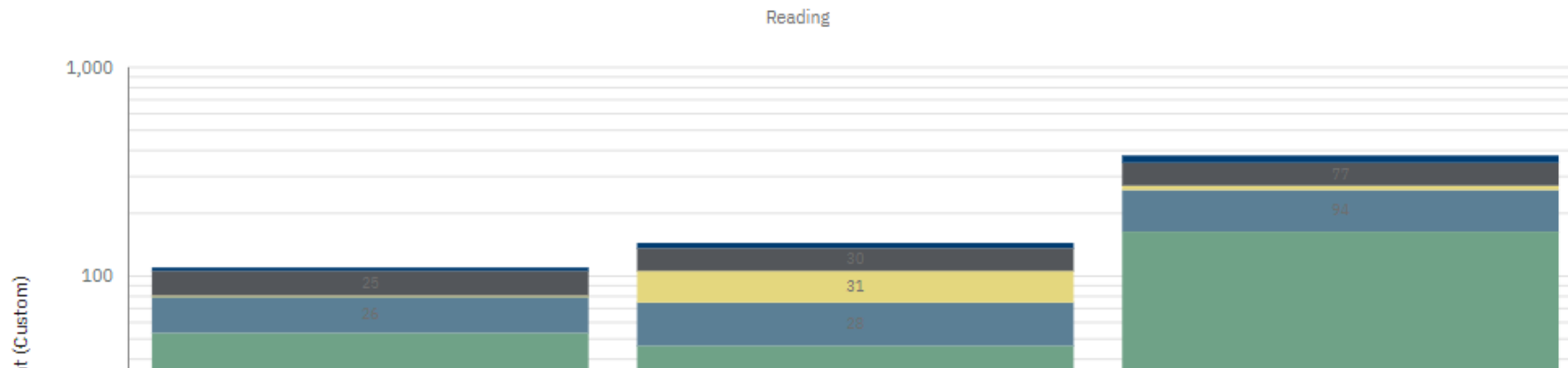


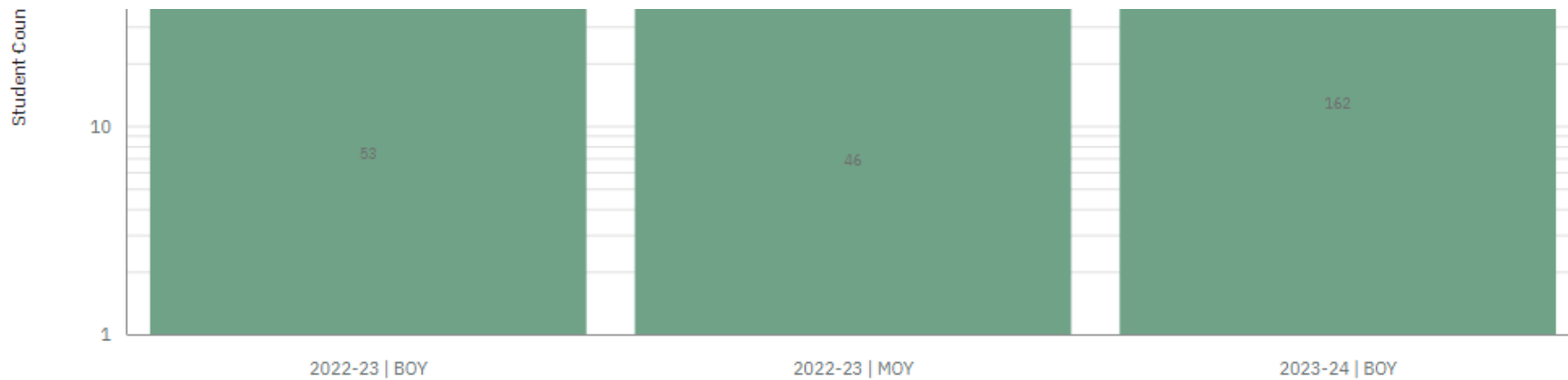


Student Learning Strengths

Student learning strengths include the growth of the Emergent Bilingual population in mClass, MAP reading, and STAAR Reading. In addition, based on EOY CIRCLE Assessment Data, 100% of our PK students were "On Track" in the areas of Math, Phonological Awareness, Letter Sound Correspondence, and Early Writing Skills.

● 1 | Well Below Benchmark
 ● 2 | Below Benchmark
 ● 3 | At or Above Benchmark
 ● 4 | At Benchmark
 ● 5 | Above Benchmark





Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students included in the sub-population student groups (Special Education, EB, LEP, African American boys, and Hispanics) for both math and reading did not perform as well as their counterparts in the general education setting. **Root Cause:** Excessive tardies and chronic absenteeism due to lack of consistency in implementation of attendance/truancy policy.

Problem Statement 2 (Prioritized): Students in grades 3-5 did not meet required STAAR performance goal. **Root Cause:** Failure to implement district curriculum to fidelity, and utilize a systematic data tracking system to monitor student and teacher performance.

Problem Statement 3 (Prioritized): The campus did not meet attendance goal. Overall attendance percentage for 2022-2023 was 86.7% Our goal was 97%. **Root Cause:** Excessive tardies and chronic absenteeism due to lack of consistency in implementation of attendance/truancy policy.

Problem Statement 4 (Prioritized): Teachers implementation and execution of high quality instructional materials during TIER 1 instruction **Root Cause:** A lack of accountability for teachers, and monitoring of systems to effectively build capacity in new curriculum.

Problem Statement 5 (Prioritized): Student's universal screening (MAP & m-Class) growth and achievement is significantly below the district average and other elementary schools in feeder. **Root Cause:** A lack of accountability for teachers, and monitoring of systems to effectively build capacity in new curriculum.

School Processes & Programs

School Processes & Programs Summary

Clark Elementary is a Title I school that offers equitable opportunities for students and staff. Teachers and staff are supported through professional development opportunities, and the district curriculum coaches/specialist support aide in the development of teachers through ongoing observations and coaching. Teachers are also provided support and assistance by administrators through PLC coaching cycles and T-TESS feedback and daily walk-throughs.

At Clark Elementary, we are committed to providing a quality education for all students, meeting students where they are academically and socially, as well as providing them with the knowledge they need to master their grade level skills and promote to the next grade level by the year's end. Progress of student improvement is monitored through a informal/formal campus assessments, and our digital learning resources, such as m-Class, IREADY, and ST-Math. Teachers engage in small group instruction and tailor learning stations to the needs of students. Grade level teams will meet each month to review the progress of students to ensure that they are being taught at appropriate levels. Our commitment is to keep students at the center of all actions and decisions.

School Processes & Programs Strengths

At Clark we pride ourselves in working together as team. We uphold our motto of "We Are One." This can be seen through our weekly PLC's, which offer planning , data analysis, and coaching for teachers twice a week, we have a campus wide behavior plan that is coupled with PBIS to support student behaviors, and we have a Culture Lead that create and implement weekly incentives for teachers and students to promote and maintain a positive school culture. In addition, we have developed a calendar of events that will allow opportunities for parents to engage with the school at least three times a semester, so that we can build and maintain a positive rapport with the community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are not implementing and executing curriculum to fidelity due to lack of knowledge, training, and planning. **Root Cause:** PLC's were utilized more as a meeting, rather than a collaborative work session, and teachers were not held accountable for lesson plans.

Problem Statement 2 (Prioritized): Excessive student behaviors and Title XI complaints filed **Root Cause:** SEL program and behavior campus plan was not implemented to fidelity

Perceptions

Perceptions Summary

The vision and/or goal for Clark Elementary is to ensure that we foster a sense of community with our students, parents, and staff. As a new leader at Clark, many parents have commented on me being visible and attentive when they visit the campus. Students also feel safe and valued by new leadership, which is a perception that we are proud of. Clark has a strong presence on all social media platforms, that allow us to showcase the great things happening and create our own narrative.

Moreover, based on previous surveys and recent campus survey, on average, 50% of teachers and staff feel that student behaviors have decreased and feel supported by administrators. When it comes to academic support, teachers and staff expressed that they need more modeling and feedback on implementation and execution of Amplify curriculum.

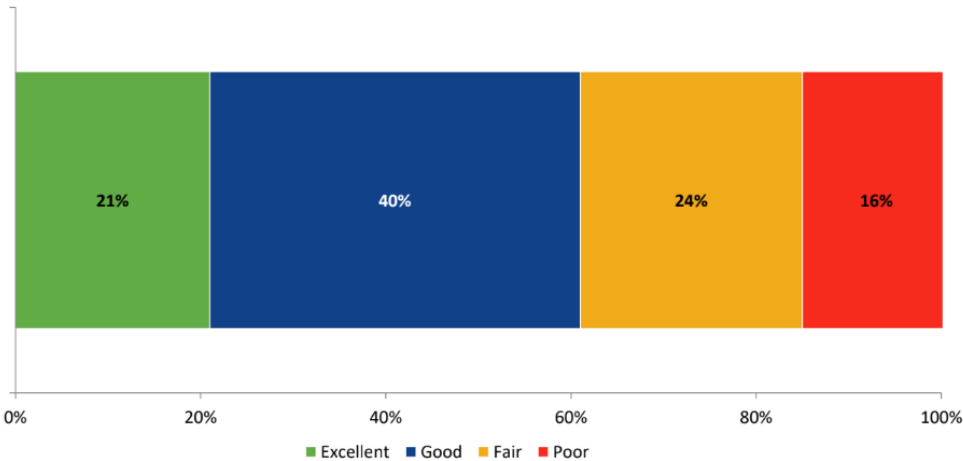
In addition, based on previous surveys and Let's Talk feedback, parents perceive the front office staff as rude and unprofessional when visiting the campus, and they have a hard time getting through on the phone. This is an area of growth for the campus. and will be addressed by leadership. All front office staff , clerks, and secretaries will attend a customer service training, and provided guidelines on how to address and respond to parents even in a difficult situation.

Lastly, only 40% of students rated the quality of the school as good. The goal to address this concern is to provide more extracurricular activities of student interest, and implement a campus based plan that recognizes and celebrate the big and small successes.

Clark Elementary Students

Overall Quality

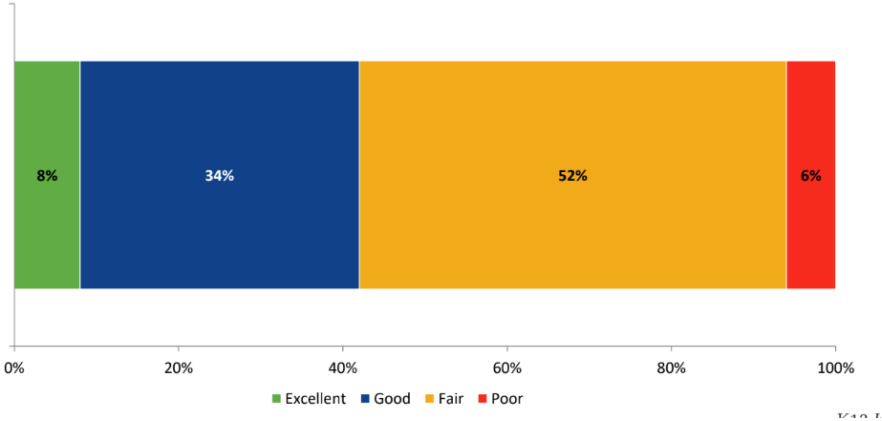
How would you rate your school? (N=68)



T

Perceptions Strengths

Based upon the 22-23 school year quality survey, 52% of staff view the school as fair. Moreover, parents believe that the school is providing high quality instruction and that teachers set high expectations for students. In addition, parents feel that they are supported by the leadership team and teachers. Lastly, students view the

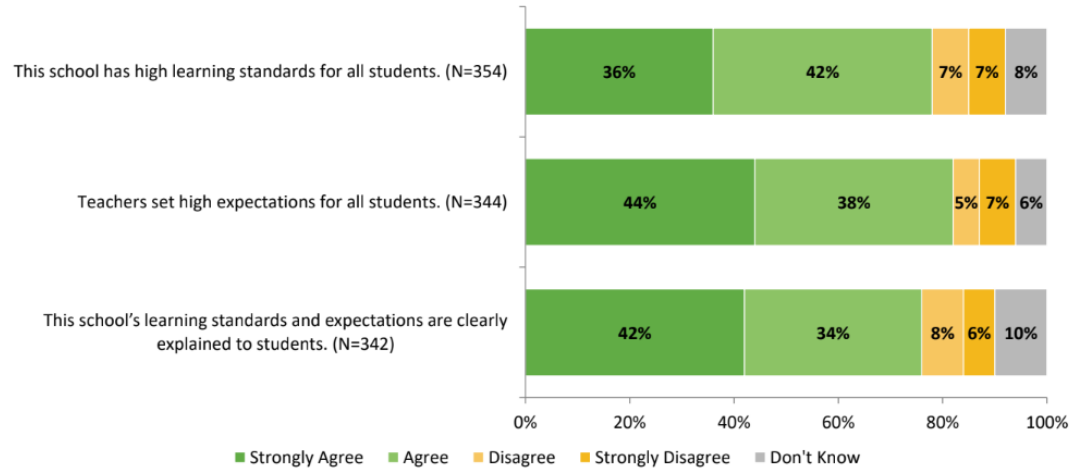


school as safe, fair, and they are held to high expectations by teachers.

Parents

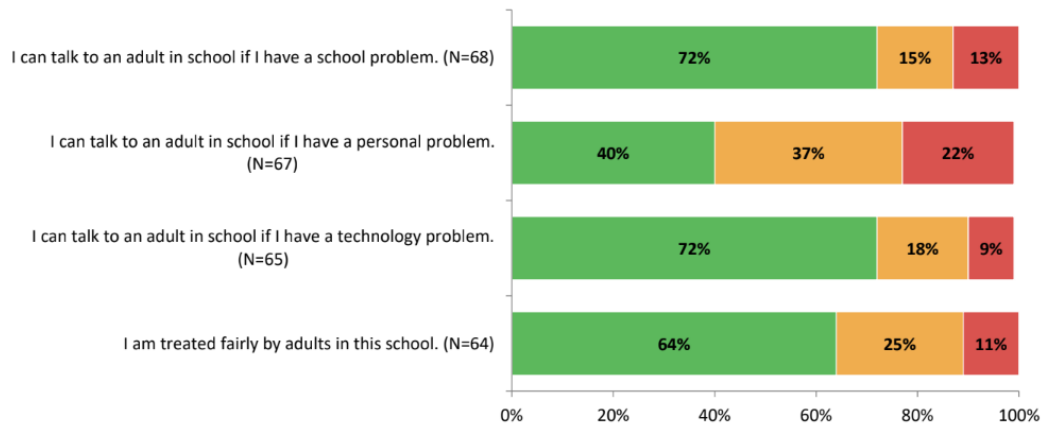
Academic Support

How strongly do you disagree or agree with the following statements?



School Support

Please respond to each item below.



Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The 22-23 Quality survey shows that less than 50% of parents state administrators are available when they have a concern, and feel valued as a parent. **Root Cause:** The lack of quality customer service and etiquette when interacting parents.

Problem Statement 2 (Prioritized): The 22-23 Quality Survey for the campus shows that less than 50% of teachers state that administrators are responsive when they have a concern, and do not have a voice in decision making. **Root Cause:** Teachers do not feel valued , a lack of effective communication , and consistency of routines/ systems.

Priority Problem Statements

Problem Statement 1: The campus did not meet attendance goal. Overall attendance percentage for 2022-2023 was 86.7% Our goal was 97%.

Root Cause 1: Excessive tardies and chronic absenteeism due to lack of consistency in implementation of attendance/truancy policy.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: The 22-23 Quality Survey for the campus shows that less than 50% of teachers state that administrators are responsive when they have a concern, and do not have a voice in decision making.

Root Cause 2: Teachers do not feel valued , a lack of effective communication , and consistency of routines/ systems.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The 22-23 Quality survey shows that less than 50% of parents state administrators are available when they have a concern, and feel valued as a parent.

Root Cause 3: The lack of quality customer service and etiquette when interacting parents.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Students in grades 3-5 did not meet required STAAR performance goal.

Root Cause 4: Failure to implement district curriculum to fidelity, and utilize a systematic data tracking system to monitor student and teacher performance.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teachers implementation and execution of high quality instructional materials during TIER 1 instruction

Root Cause 5: A lack of accountability for teachers, and monitoring of systems to effectively build capacity in new curriculum.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students included in the sub-population student groups (Special Education, EB, LEP, African American boys, and Hispanics) for both math and reading did not perform as well as their counterparts in the general education setting.

Root Cause 6: Excessive tardies and chronic absenteeism due to lack of consistency in implementation of attendance/truancy policy.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Student's universal screening (MAP & m-Class) growth and achievement is significantly below the district average and other elementary schools in feeder.

Root Cause 7: A lack of accountability for teachers, and monitoring of systems to effectively build capacity in new curriculum.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Teachers are not implementing and executing curriculum to fidelity due to lack of knowledge, training, and planning.

Root Cause 8: PLC's were utilized more as a meeting, rather than a collaborative work session, and teachers were not held accountable for lesson plans.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Excessive student behaviors and Title XI complaints filed

Root Cause 9: SEL program and behavior campus plan was not implemented to fidelity

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.



By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.


Performance Level 2023 % 2024 %


Approaches	46%	to	49%
Meets	19%	to	22%
Masters	4%	to	7%


High Priority


Evaluation Data Sources: STAAR Reading Assessments
Campus Based Assessments
MAP Reading Data Reports


Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Instructional Leadership Team , Amplify Specialist, and district curriculum specialist will provide weekly support with lesson internalization/planning, classroom coaching & modeling, as well as one to one coaching support to build teacher capacity in delivery of Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: As a result of Amplify Specialist and campus instructional team providing support with coaching, modeling, and real-time feedback, teaching capacity with Amplify will increase , and student achievement on unit and district assessments will increase by at least 3%.</p> <p>Staff Responsible for Monitoring: Assistant Principal- Mrs. Alarcon Campus Academic Specialist-Ms. Nembhard Digital Learning Coach- Ms. Catalan SSS-Mr. Geurra</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Consulting and Professional Development - 211 Title I, Part A - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a systematic school-wide intervention and tutorial program that targets Tier 2 , Tier 3, and our Special pop students that will help decrease learning gaps.</p> <p>Strategy's Expected Result/Impact: To accelerate reading learning gaps , that will result in increased student performance on campus and district assessments.</p> <p>Staff Responsible for Monitoring: Assistant Principals- Mrs. Alarcon Campus Academic Specialist-Ms. Nembhard Digital Learning Coach- Ms. Catalan SSS- Mr.Guerra</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement a campus based Data -Driven Instructional Plan that will allow teachers, leaders, and students to track student performance on all formal district/campus assessments, in order to effectively progress monitor student growth and achievement. Strategy's Expected Result/Impact: By tracking student performance on all informal and formal assessments, teachers will use data to adjust instruction to meet students specific needs, which will result in increase student performance on assessments. Staff Responsible for Monitoring: Principal- Mrs. Walker-Shack Assistant Principal - Mrs. Alarcon Academic Reading Specialist- Ms. Nembhard Digital Literacy Coach- Ms. Catalan SSS- Mr. Guerra Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students included in the sub-population student groups (Special Education, EB, LEP, African American boys, and Hispanics) for both math and reading did not perform as well as their counterparts in the general education setting. Root Cause: Excessive tardies and chronic absenteeism due to lack of consistency in implementation of attendance/truancy policy.</p> <p>Problem Statement 2: Students in grades 3-5 did not meet required STAAR performance goal. Root Cause: Failure to implement district curriculum to fidelity, and utilize a systematic data tracking system to monitor student and teacher performance.</p> <p>Problem Statement 4: Teachers implementation and execution of high quality instructional materials during TIER 1 instruction Root Cause: A lack of accountability for teachers, and monitoring of systems to effectively build capacity in new curriculum.</p>

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.



By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.






Performance Level 2023 % 2024 %

Approaches	44%	to	47%
Meets	17%	to	20%
Masters	3%	to	6%

High Priority

Evaluation Data Sources: STAAR Math Assessment
Campus/District Based Assessment
Data Trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus instructional leadership team , Eureka Specialist, and district curriculum specialist will provide weekly support with lesson internalization/planning, classroom coaching & modeling, as well as one to one coaching support to build teacher capacity in delivery of Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: As a result of Eureka Specialist and campus instructional team providing support with coaching, modeling, and real-time feedback, teaching capacity will increase , and student achievement on unit and district assessments will increase by at least 3%.</p> <p>Staff Responsible for Monitoring: Assistant Principal -Mr. Bradford Campus Academic Specialist- Ms. Nembhard Math Interventionist- Mr. Holloway</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Consultants and materials to develop campus-wide professional development - 211 Title I, Part A - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a systematic school-wide intervention and tutorial program that targets Tier 2 , Tier 3, and our Special pop students that will help decrease learning gaps.</p> <p>Strategy's Expected Result/Impact: To accelerate learning gaps , that will result in increased student performance on campus and district assessments.</p> <p>Staff Responsible for Monitoring: Assistant Principal- Mr. Bradford Campus Academic Specialist- Ms. Nembhard Math Interventionist- Mr. Holloway</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Small Group Instruction Materials - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Implement a campus based Data -Driven Instructional Plan that will allow teachers, leaders, and students to track student performance on all formal district/campus assessments, in order to effectively progress monitor student growth and achievement. Strategy's Expected Result/Impact: By tracking student performance on all informal and formal assessments, teachers will use data to adjust instruction to meet students specific needs, which will result in increase student performance on assessments. Staff Responsible for Monitoring: Assistant Principal- Mrs. Alarcon Campus Academic Specialist-Ms. Nembhard Digital Learning Coach- Ms. Catalan SSS-Mr. Guerra Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students included in the sub-population student groups (Special Education, EB, LEP, African American boys, and Hispanics) for both math and reading did not perform as well as their counterparts in the general education setting. Root Cause: Excessive tardies and chronic absenteeism due to lack of consistency in implementation of attendance/truancy policy.
Problem Statement 2: Students in grades 3-5 did not meet required STAAR performance goal. Root Cause: Failure to implement district curriculum to fidelity, and utilize a systematic data tracking system to monitor student and teacher performance.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.





Performance Level 2023 % 2024 %

Approaches	25%	to	28%
Meets	1%	to	4%
Masters	0%	to	3%

High Priority

Evaluation Data Sources: STAAR Assessment
Campus & District based Assessments

Strategy 1 Details		Reviews			
Strategy 1: The campus Academic Specialist and Amplify Science Specialist will provide weekly support to all teacher, primarily the 5th grade teacher and Science lab teacher with the roll out and implementation of new Amplify Science curriculum materials to build teacher capacity, and ensure effective delivery of instructions. Strategy's Expected Result/Impact: As a result of weekly support and proper implementation of the new Amplify Science curriculum, teachers will see an increase in student learning of Science concepts, which will aide in student performance on Science STAAR assessment. Staff Responsible for Monitoring: Assistant Principal- Mr. Bradford Campus Academic Specialist-Mrs. Nembhard Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2 Funding Sources: Science Lab Materials - 211 Title I, Part A - \$15,000		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Track monthly science data utilizing various sources such as checkpoints, exit tickets, and campus based assessments to help make informed accelerated learning, intervention, and TEKS-based aligned workstation decisions. Strategy's Expected Result/Impact: To accelerate learning gaps , that will result in increased student performance on campus and district assessments. Staff Responsible for Monitoring: Campus Academic Specialist-Ms. Nembhard Assistant Principal- Mr. Bradford 5th Grade Science Teachers Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2		Formative			Summative
		Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Students in grades 3-5 did not meet required STAAR performance goal. Root Cause: Failure to implement district curriculum to fidelity, and utilize a systematic data tracking system to monitor student and teacher performance.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students





Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	93%
Letter-Sound Correspondence	89%
Early Writing	96%

HB3 Goal

Evaluation Data Sources: Teaching Strategies
CLI Engage

Strategy 1 Details	Reviews			
Strategy 1: Pre-K teachers will utilize BOY and MOY data to create small group, and provide targeted instruction to students struggling to identify sounds and letters. Strategy's Expected Result/Impact: By wave 2 at least 70% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing, and by Wave 3 at least 90% of PK students will reach On Target on CLI Engage/CIRCLE in all areas. Staff Responsible for Monitoring: Team Lead - Mrs. Cato Assistant Principal - Ms. Alarcon Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 4	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers will create weekly workstations to differentiate learning , and allow for practice of daily phonics and social skills. Strategy's Expected Result/Impact: Workstations will aide in the development of social skills, and provide opportunities for individualized skills needed for mastery. Staff Responsible for Monitoring: Assistant Principal - Ms. Alarcon Lead teacher - Ms. Cato Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 4 Funding Sources: dry erase markers, pencils, drawing paper, rulers, timers, chenille stems, tape, index cards, and neon markers - 211 Title I, Part A - \$10,000		Formative			Summative
		Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 4: Teachers implementation and execution of high quality instructional materials during TIER 1 instruction Root Cause: A lack of accountability for teachers, and monitoring of systems to effectively build capacity in new curriculum.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

Overall Math 94% 2023 Percentage

HB3 Goal
Evaluation Data Sources: CLI Engage/Circle

Strategy 1 Details	Reviews			
Strategy 1: Pre-K will implement a have a daily calendar routine to focus on number sense skills such as counting (1-30), place value (tens and ones), patterns, addition and subtraction, and graphing. Strategy's Expected Result/Impact: By Wave 2 at least 70% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math, and by Wave 3 - 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math. Staff Responsible for Monitoring: Team Lead - Mrs. Cato Assistant Principal - Ms. Alarcon Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 4	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Pre-K teachers will utilize BOY and MOY data to create small group, and provide targeted instruction to students struggling to recognize numbers and learn one to one correlation. Strategy's Expected Result/Impact: By Wave 2 at least 75% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math, and by Wave 3 at least 95% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math. Staff Responsible for Monitoring: Team Lead - Mrs. Cato Assistant Principal - Ms. Alarcon Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 4 Funding Sources: Intervention Materials and Training - 211 Title I, Part A - \$20,000		Formative			Summative
		Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 4: Teachers implementation and execution of high quality instructional materials during TIER 1 instruction Root Cause: A lack of accountability for teachers, and monitoring of systems to effectively build capacity in new curriculum.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students





Performance Objective 6: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 52%

High Priority

Evaluation Data Sources: MAP data reports

Strategy 1 Details		Reviews			
Strategy 1: The Academic Specialist will train teachers on how to analyze Map Growth data and Learning Continuum reports provided by NWEA, so that teacher can determine intervention skills needed based on the student BOY RIT Band and growth goal. Strategy's Expected Result/Impact: At least 70% of the identified students in grades 3-5 will meet or exceed expected Reading growth goal. Staff Responsible for Monitoring: Principal -Mrs. Shack Assistant Principal- Mrs. Alarcon Campus Academic Specialist- Ms. Nembhard Digital Learning Coach-Literacy- Ms. Catalan Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2, 4 Funding Sources: Tutorial Resources - 211 Title I, Part A - \$10,000		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Increase parent and scholar's awareness of MAP by providing a parent informational session. Teachers will work with scholars and parents to teach the academic reading vocabulary related to NWEA testing and scholars will have a greater understanding of MAP testing. Strategy's Expected Result/Impact: At least 70% of the identified students in grades 3-5 will meet or exceed expected growth goal. Staff Responsible for Monitoring: Principal -Mrs. Shack Assistant Principal- Mrs. Alarcon Campus Academic Specialist- Ms. Nembhard Digital Learning Coach-Literacy- Ms. Catalan Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Implement a campus based Data -Driven Instructional Plan that will allow teachers, leaders, and students to track student performance on all formal district/campus assessments, in order to effectively progress monitor student growth and achievement. Strategy's Expected Result/Impact: By tracking student performance on all informal and formal assessments, teachers will use data to adjust instruction to meet students specific needs, which will result in increase student performance on assessments. Staff Responsible for Monitoring: Principal- Mrs. Shack Assistant Principal- Mrs. Alarcon Campus Academic Specialist-Ms. Nembhard Digital Learning Coach- Ms. Catalan SSS-Mr. Guerra Title I: 2.4 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 2: Students in grades 3-5 did not meet required STAAR performance goal. **Root Cause:** Failure to implement district curriculum to fidelity, and utilize a systematic data tracking system to monitor student and teacher performance.

Problem Statement 4: Teachers implementation and execution of high quality instructional materials during TIER 1 instruction **Root Cause:** A lack of accountability for teachers, and monitoring of systems to effectively build capacity in new curriculum.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 45%

HB3 Goal

Evaluation Data Sources: MAP data reports

Strategy 1 Details	Reviews			
Strategy 1: The Academic Specialist will train teachers on how to analyze Map Growth data and Learning Continuum reports provided by NWEA, so that teacher can determine intervention skills needed based on the student BOY RIT Band and growth goal. Strategy's Expected Result/Impact: At least 74% of the identified students in grades 3-5 will meet or exceed expected Reading growth goal. Staff Responsible for Monitoring: Principal -Mrs. Shack Assistant Principal- Mrs. Alarcon Campus Academic Specialist- Ms. Nembhard Digital Learning Coach-Literacy- Ms. Catalan Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Increase parent and scholar's awareness of MAP by providing a parent informational session. Teachers will work with scholars and parents to teach the academic reading vocabulary related to NWEA testing and scholars will have a greater understanding of MAP testing. Strategy's Expected Result/Impact: At least 74% of students will meet or exceed growth goal by receiving individualized instruction. Staff Responsible for Monitoring: Principal -Mrs. Shack Assistant Principal- Mrs. Alarcon Campus Academic Specialist- Ms. Nembhard Digital Learning Coach-Literacy- Ms. Catalan Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 4, 5 Funding Sources: Tutorial Snacks, materials, tutors and resources - 211 Title I, Part A - \$20,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a campus based Data -Driven Instructional Plan that will allow teachers, leaders, and students to track student performance on all formal district/campus assessments, in order to effectively progress monitor student growth and achievement. Strategy's Expected Result/Impact: By tracking student performance on all informal and formal assessments, teachers will use data to adjust instruction to meet students specific needs, which will result in increase student performance on assessments. Staff Responsible for Monitoring: Principal -Mrs. Shack Assistant Principal- Mrs. Alarcon Campus Academic Specialist- Ms. Nembhard Digital Learning Coach-Literacy- Ms. Catalan Title I: 2.4 Problem Statements: Student Learning 2, 5	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 2: Students in grades 3-5 did not meet required STAAR performance goal. **Root Cause:** Failure to implement district curriculum to fidelity, and utilize a systematic data tracking system to monitor student and teacher performance.

Problem Statement 4: Teachers implementation and execution of high quality instructional materials during TIER 1 instruction **Root Cause:** A lack of accountability for teachers, and monitoring of systems to effectively build capacity in new curriculum.

Problem Statement 5: Student's universal screening (MAP & m-Class) growth and achievement is significantly below the district average and other elementary schools in feeder.

Root Cause: A lack of accountability for teachers, and monitoring of systems to effectively build capacity in new curriculum.

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students





Performance Objective 8: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 65%

HB3 Goal

Evaluation Data Sources: mClass data reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: K-2nd grade teachers and interventionist will provide daily small group instruction using Boost kits and m-class intervention kits to target student individual instructional needs.</p> <p>Strategy's Expected Result/Impact: At least 60% of students will score on or above grade level at the End of Year assessment window.</p> <p>Staff Responsible for Monitoring: SSS -Mr. Guerra Assistant Principal- Mrs. Alarcon Campus Academic Specialist- Ms. Nembhard Digital Learning Coach-Literacy- Ms. Catalan</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2, 5</p>				

Strategy 2 Details		Reviews			
Strategy 2: Implement a campus based Data -Driven Instructional Plan that will allow teachers, leaders, and students to track student performance on all formal district/campus assessments, in order to effectively progress monitor student growth and achievement. Strategy's Expected Result/Impact: By tracking student performance on all informal and formal assessments, teachers will use data to adjust instruction to meet students specific needs, which will result in increase student performance on assessments. Staff Responsible for Monitoring: SSS-Mr. Guerra Assistant Principal- Mrs. Alarcon Campus Academic Specialist- Ms. Nembhard Digital Learning Coach-Literacy- Ms. Catalan Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 4 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 2: Students in grades 3-5 did not meet required STAAR performance goal. Root Cause: Failure to implement district curriculum to fidelity, and utilize a systematic data tracking system to monitor student and teacher performance.
Problem Statement 4: Teachers implementation and execution of high quality instructional materials during TIER 1 instruction Root Cause: A lack of accountability for teachers, and monitoring of systems to effectively build capacity in new curriculum.
Problem Statement 5: Student's universal screening (MAP & m-Class) growth and achievement is significantly below the district average and other elementary schools in feeder. Root Cause: A lack of accountability for teachers, and monitoring of systems to effectively build capacity in new curriculum.
School Processes & Programs
Problem Statement 1: Teachers are not implementing and executing curriculum to fidelity due to lack of knowledge, training, and planning. Root Cause: PLC's were utilized more as a meeting, rather than a collaborative work session, and teachers were not held accountable for lesson plans.





Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 89.1%

Evaluation Data Sources: Decision Ed. Attendance Reports
Eschool Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will do a pre-attendance check daily at 8:15am, and report any student absence to the attendance clerk by 8:30am, so that front office clerk can start calling parents before ADA to ensure students come to school. Strategy's Expected Result/Impact: The impact will be increased daily attendance , and a decrease in absences. Staff Responsible for Monitoring: Attendance Clerk- Mrs. Welch Secretary- Ms. Cruz Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Form an Attendance committee to review weekly attendance numbers, identify students with chronic tardies and absences, schedule home visits, and initiate truancy policy for students violating attendance policy. Strategy's Expected Result/Impact: As a result of weekly attendance meetings, student tardies will decrease and student attendance will increase attendance by at least 2% weekly. Staff Responsible for Monitoring: Attendance Clerk- Ms. Welch Secretary- Ms. Cruz Assistant Principal - Ms. Alarcon & Mr. Bradford Counselor- Mrs. Starvioc Culture Lead- Ms. Jones-Butler Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 3		Formative			Summative
		Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: The campus did not meet attendance goal. Overall attendance percentage for 2022-2023 was 86.7% Our goal was 97%. Root Cause: Excessive tardies and chronic absenteeism due to lack of consistency in implementation of attendance/truancy policy.
Student Learning
Problem Statement 3: The campus did not meet attendance goal. Overall attendance percentage for 2022-2023 was 86.7% Our goal was 97%. Root Cause: Excessive tardies and chronic absenteeism due to lack of consistency in implementation of attendance/truancy policy.

Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

HB3 Goal

Evaluation Data Sources: Reading and Math STAAR

Reading and Math MAP

CIRCLE

mClass

Exit Tickets

TELPAS

STAAR-ALT

Failure Reports

Discipline Reports

Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: The campus data team will meet monthly to review the data that impacts targeted groups. These groups include: Reading and Math performance by each grade level, English Language Learners, and Special Education Students. Data to be reviewed include attendance, discipline and student achievement data on campus/district assessments.</p> <p>Strategy's Expected Result/Impact: Student achievement within special populations will increase by 5% at the end of the school year</p> <p>Staff Responsible for Monitoring: Principal-Mrs. Shack Assistant Principal- Mrs. Alarcon & Mr. Bradford Campus Academic Specialist- Ms. Nembhard SSS- Mr. Guerra</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2</p>				

Strategy 2 Details		Reviews			
Strategy 2: K-5 teachers and students will utilize Summit K-12 student platform with fidelity to support development of the English Language Proficiency. Strategy's Expected Result/Impact: At least 60% of students will show increase in TELPAS state assessment and campus based assessments. Staff Responsible for Monitoring: Principal-Mrs. Shack Assistant Principal- Mrs. Alarcon Campus Academic Specialist- Ms. Nembhard SSS- Mr. Guerra Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 2 Funding Sources: - 263 Title III, LEP - \$10,000		Formative			Summative
		Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students included in the sub-population student groups (Special Education, EB, LEP, African American boys, and Hispanics) for both math and reading did not perform as well as their counterparts in the general education setting. Root Cause: Excessive tardies and chronic absenteeism due to lack of consistency in implementation of attendance/truancy policy.</p> <p>Problem Statement 2: Students in grades 3-5 did not meet required STAAR performance goal. Root Cause: Failure to implement district curriculum to fidelity, and utilize a systematic data tracking system to monitor student and teacher performance.</p>

Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Evaluation Data Sources: MAP Assessments
STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: The campus data team will meet monthly to review the data that impacts targeted groups. These groups include: Reading and Math performance by each grade level, English Language Learners, and Special Education Students. Data to be reviewed include attendance, discipline and student achievement data on campus/district assessments.</p> <p>Strategy's Expected Result/Impact: Student achievement within special populations will increase by 5% at the end of the school year.</p> <p>Staff Responsible for Monitoring: Principal-Mrs. Shack Assistant Principal- Mrs. Alarcon & Mr. Bradford Campus Academic Specialist- Ms. Nembhard SSS- Mr. Guerra</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>				

Strategy 2 Details		Reviews			
Strategy 2: The campus instructional coach and district curriculum specialist will provide weekly support with lesson internalization/planning, classroom coaching & modeling to provide instructional strategies that support of Emergent bilingual students. Strategy's Expected Result/Impact: Student achievement within special populations will increase by 5% at the end of the school year. Staff Responsible for Monitoring: Principal-Mrs. Shack Assistant Principal- Mrs. Alarcon & Mr. Bradford Campus Academic Specialist- Ms. Nembhard SSS- Mr. Guerra Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2		Formative			Summative
		Oct	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: Students included in the sub-population student groups (Special Education, EB, LEP, African American boys, and Hispanics) for both math and reading did not perform as well as their counterparts in the general education setting. Root Cause: Excessive tardies and chronic absenteeism due to lack of consistency in implementation of attendance/truancy policy.
Problem Statement 2: Students in grades 3-5 did not meet required STAAR performance goal. Root Cause: Failure to implement district curriculum to fidelity, and utilize a systematic data tracking system to monitor student and teacher performance.

Goal 3: ENGAGEMENT - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a XX% rate .

Evaluation Data Sources: Family and Community Surveys

Strategy 1 Details	Reviews			
Strategy 1: Beginning October 2023 until March of 2023 the campus will host a monthly parent instructional night monthly for parents to engage in instructional strategies that can be utilized to support students at home. Strategy's Expected Result/Impact: The outcome is to increase parents with tools to support students, and a positive working relationship between the school and community. Staff Responsible for Monitoring: Principal-Mrs. Shack Counselor - Mrs. Starvioc Culture Lead- Ms. Jones-Butler SSS- Mr. Guerra Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will host at least 2 (Fall & Spring) community events that will provide opportunities for parents to engage with the leadership team and front office staff in order to build a warm, collaborative, and professional environment. Strategy's Expected Result/Impact: The expected outcome is to develop a positive rapport between school and	Formative			Summative
	Oct	Jan	Mar	June

<p>families, as well as increase parent participation/turnout.</p> <p>Staff Responsible for Monitoring: Principal-Mrs. Shack Counselor - Mrs. Starvioc Culture Lead- Ms. Jones-Butler SSS- Mr. Guerra</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: The 22-23 Quality survey shows that less than 50% of parents state administrators are available when they have a concern, and feel valued as a parent.</p> <p>Root Cause: The lack of quality customer service and etiquette when interacting parents.</p>

Goal 4: WELL-BEING - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Evaluation Data Sources: Sign-In sheets (participants)
Agendas
Impact data
Quaver Reports

Strategy 1 Details	Reviews			
Strategy 1: Students will engage in daily Quaver SEL lessons, weekly during our 15 minute SEL instructional time to help learn coping and behavior strategies. Strategy's Expected Result/Impact: Students will feel safe, accepted, and learn skills to help with emotional and self regulation. Staff Responsible for Monitoring: Counselor- Mrs. Starvioc Culture Lead- Ms. Jones-Butler Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Invite the community and families to participate in at least two or more school-wide SEL initiatives. This will be implemented by forming a campus SEL Advisory Council, conducting quarterly SEL surveys with families, sending monthly SEL newsletters, ensuring SEL materials are available in both English and Spanish, and provide meaningful opportunities for families to learn about social-emotional learning alongside teachers and staff members. Strategy's Expected Result/Impact: The expected outcome is to elevate family voices and increase community and parental involvement in SEL activities at least once per quarter. Staff Responsible for Monitoring: Student Support Specialist Campus Culture Lead ES Counselor At-Risk Counselor Principal Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Printed SEL Materials - 211 Title I, Part A - \$500		Formative			Summative
		Oct	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Excessive student behaviors and Title XI complaints filed Root Cause: SEL program and behavior campus plan was not implemented to fidelity
Perceptions
Problem Statement 1: The 22-23 Quality survey shows that less than 50% of parents state administrators are available when they have a concern, and feel valued as a parent. Root Cause: The lack of quality customer service and etiquette when interacting parents.

Goal 5: OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To maintain and increase campus enrollment established at October snapshot date (October2023), the campus will complete home visits during district Success Walks, partner with neighboring daycare centers, and homeowners in new subdivisions to increase awareness of campus events, offerings, celebrations.

Evaluation Data Sources: Campus Enrollment Report

Strategy 1 Details	Reviews			
<p>Strategy 1: The Instructional Leadership Team will visit community centers , apartment complexes, and neighboring business at least twice a quarter to distribute information about school events/happenings in order to build and maintain a positive school and community connection.</p> <p>Strategy's Expected Result/Impact: The expected outcome is that we will see at least a 5% increase in parent participation, and parent complaints will decrease by at least 3%.</p> <p>Staff Responsible for Monitoring: Principal-Mrs. Shack Assistant Principal - Mrs. Alarcon & Mr. Bradford Counselor-Mrs. Starvioc Culture Lead- Ms. Jones-Butler SSS- Mr. Guerra Behavior Specialist - Mrs. Wade</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Campus will offer a Robotics club and STEAM club starting in October 2023, that will provide opportunities for students in grades 2nd-5th to engage in hands-on , project-based learning, and advanced technological skills Strategy's Expected Result/Impact: The expected result is that various program/club offering will spark student and parent interest in the school, and the campus can retain current students. Staff Responsible for Monitoring: Attendance Clerk- Ms. Welch Science Team Lead - Ms. McHellon Math Team Lead- Ms. Johnson Assistant Principal - Mr. Bradford Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The 22-23 Quality survey shows that less than 50% of parents state administrators are available when they have a concern, and feel valued as a parent. Root Cause: The lack of quality customer service and etiquette when interacting parents.

Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.





Evaluation Data Sources: Passport Participation

Agendas

Sign-In Sheets

Campus Quarterly Targets Spreadsheet

Strategy 1 Details	Reviews			
Strategy 1: Create a Google Spreadsheet with all staff members names and Passport categories for use of tracking and monitoring participation progress by September 30, 2023. Strategy's Expected Result/Impact: The expected impact is for administrators to monitor staff progress as they complete professional learning using the Passport. Staff Responsible for Monitoring: Principal- Mrs. Shack Assistant Principal- Mrs. Alarcon & Mr. Bradford Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: At least 90% of staff members will complete 6 hours of mandated professional development hours each quarter, that will increase content knowledge and teacher development. Strategy's Expected Result/Impact: Staff will complete all required professional development/ Passport coursed by the expected target date. Staff Responsible for Monitoring: Principal- Mrs. Shack Assistant Principals- Mrs. Alarcon & Mr. Bradford Secretary- Ms. Cruz Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 2		Formative			Summative
		Oct	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: The 22-23 Quality Survey for the campus shows that less than 50% of teachers state that administrators are responsive when they have a concern, and do not have a voice in decision making. Root Cause: Teachers do not feel valued , a lack of effective communication , and consistency of routines/ systems.

Goal 6: LEADERSHIP - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Evaluation Data Sources: T-TESS data reports

Strategy 1 Details	Reviews			
Strategy 1: Create a google form to monitor and track the progress each appraiser, and ensure that teachers are receiving weekly coaching and feedback. Strategy's Expected Result/Impact: The expected outcome is to monitor the number of walkthroughs/observations teachers are receiving, and ensure appraisers are providing adequate coaching and feedback. Staff Responsible for Monitoring: Principal- Mrs. Shack Secretary- Ms. Cruz TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All T-Tess Appraisers will complete required trainings and certifications for the appraiser process. Strategy's Expected Result/Impact: Each administrator will be fully certified by the start of T-TESS appraisal cycle, to ensure completion of requirements. Staff Responsible for Monitoring: Principal- Mrs. Shack Assistant Principals- Mrs. Alarcon & Mr. Bradford TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: The 22-23 Quality Survey for the campus shows that less than 50% of teachers state that administrators are responsive when they have a concern, and do not have a voice in decision making. **Root Cause:** Teachers do not feel valued , a lack of effective communication , and consistency of routines/ systems.

State Compensatory

Budget for Clark Elementary

Total SCE Funds: \$15,048.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Student support specialist monitors and supports students at risk to ensure that they are provided with additional support. The specialist focuses on at-risk students with academic, social and behavioral needs. Tutorials, instructional materials, general supplies and after-school teachers are funded with state comp funds.

Personnel for Clark Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Nenna Akin Idowu	LLI Interventionist	1
Santiago Guerra	Student Support Specialist	1

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment was conducted to review all student achievement outcomes with the instructional leadership and administrative team and the parent advisory committee. Data points were discussed for planning new strategies and action plans for intervention.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP development included the support of the Parent Advisory Committee and teachers. Previous year data was reviewed, and current data was used to create plan. Once the plan is approved, it will be presented to whole school, as well as parents.

2.2: Regular monitoring and revision

The campus Campus Advisory Committee will meet quarterly to review progress towards outlined targets in the plan. Campus administration will utilize the plan daily to implement, monitor, and revise strategies outlined in the plan.

2.3: Available to parents and community in an understandable format and language

The plan will be provided to parents in both English and Spanish and made available on the campus website, as well as in the parent center.

2.4: Opportunities for all children to meet State standards

Students will engage in highly-effective teaching from teachers utilizing curriculum resources Eureka, Amplify, and Science Amplify. Teachers will use resources to plan effectively and at-bat upcoming core curriculum that addresses state standards.

2.5: Increased learning time and well-rounded education

Students will participate in after-school tutorials, 21st Century, science labs, SEL Quaver daily activities, Tech labs, and Saturday school to increase learning time.

2.6: Address needs of all students, particularly at-risk

All students including student in sub-population groups, Special Education and Emergent Bilingual, will participate in daily instruction, tutorials, and SEL activities. The campus will track data and set goals for each subpop group.

3.1: Annually evaluate the schoolwide plan

At the end of the CIP plan, the CAC will review the campus progress towards meeting its goals.

4.1: Develop and distribute Parent and Family Engagement Policy

The campus Student Support, develop a campus calendar of events to share with the community, as well as conduct home/community visits to distribute parent and family engagement flyers.

4.2: Offer flexible number of parent involvement meetings

The campus will offer various parental involvement opportunities where parents can engage in how to help their child at home, parent conferences, and literacy/math nights.

5.1: Determine which students will be served by following local policy

After a comprehensive review of the TAPR report, the campus will ensure to monitor all subgroups, race and ethnicity groups. The goal of the progress monitoring will be to ensure we are on target and aligned with closing all achievement gaps.

According to the indicators, the following groups have underperformed over the last three consecutive years (2018, 2019, and 2022).

- AA Subgroup Reading and Math Achievement
 - Reading target is 32% @ meets. Last three years: 19%, 17%, and 24%
 - Math target is 31% @ meets. Last three years: 20%, 23%, 22%
- AA Subgroup Student Success Domain I
 - Target is 36% @ meets. Last three years: 23%, 24%, 23%
- Student Success Domain 1 Math, Science, and Reading
 - Target is 23% Last three years: 14%, 19%, 22%
- Economically Disadvantage Reading Achievement
 - Reading Target is 33% Last three years: 26%, 30%, 22%
 - Math Target is 36% Last three years: 28%, 36%, 19%
- Special Education
 - Reading Target is 19% Last three years: 12%, 21%, 26%
 - Math Target is 23% Last three years: 15%, 12%, 22%

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lillian Spriggs	Media Specialist	Title	.50
Melissa Alvarez	Campus Academic Specialist	Title	1.0
Sarah Spencer	Digital Learning Coach	Title	1.0