

# **Gregory-Portland Independent School District**

## **Clark Elementary**

### **2022-2023 Campus Improvement Plan**



# Mission Statement

The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

## Vision



## Core Beliefs

In G-PISD, we believe our...

**STUDENTS** are leaders and critical thinkers who embrace diversity and pursue excellence in all endeavors.

**PARENTS/FAMILIES** are true partners, have a voice, and have high expectations.

**FACULTY AND STAFF** build inclusive relationships and maximize student success with integrity, compassion, and talent.

**PRINCIPALS AND CAMPUS LEADERSHIP** are courageous leaders who show grace, empower others, embrace diversity, and cultivate G-P pride.

**SUPERINTENDENT AND CENTRAL OFFICE** advance our vision with intention, collaboration, and purpose-driven leadership.

**BOARD OF TRUSTEES** are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The communities of Gregory and Portland are located in the Southeastern portion of San Patricio County, just eight miles north of Corpus Christi on Highway 181. Gregory was designated as a station on the San Antonio and Aransas Pass Railroad in 1866. Portland was settled in 1890-1891 and was once a vegetable growing and shipping center. Today, Gregory and Portland have a combined population of 18,300. The school district covers a 101 square mile area and maintains an enrollment in excess of 4,000 students. Gregory-Portland ISD has seven campuses: one high school, one middle school (G-P Junior High and G-P Intermediate), and four elementary campuses.

- T.M. Clark enrollment stays at approximately 600 students.
- The campus percentage of economically disadvantaged students has increased from 61.9 school year. T.M. Clark is a Title 1 school-wide campuses, based on an economically disadvantaged population of 70%. Data retrieved from various state reports have shown some fluctuation of the economically disadvantaged population on our campus: 61.9% in 2020, 66.4% in 2021, and 70% in 2022.
- T.M. Clark enrollment in special education has increased from 12% in 2020, 12.1% in 2021, and 12.7% in 2022.
- T.M. Clark Hispanic population has shifted from 61.2% in 2020, 59.1% in 2021, and 63.9% in 2022.

### Demographics Strengths

In the current school year (2023), the campus enrollment is 597. Previously, the campus had 607 for the 2022 school year, and 589 from the 2021 school year.

- The District continued to participate in the Community Eligibility Provision (CEP) through the National School Lunch Program to offer non-pricing meal service to all students in the district through the 2020-2021 school year.
- TMC has highly effective teachers who are GT and ESL certified student to meet the needs of diverse student needs.
- The average attendance rates have been 96.1% in 2020, 98.4% in 2021, and % in 2022.
- Student to Teacher ratio across grade levels are 22:1 in Pre-K-4th grade and 25:1 in 5th grade.
- Enrollment by Race/Ethnicity:

	2020	2021	2022
African American	0.8%	1.2%	0.7%
Hispanic	61.2%	59.1%	63.9%
White	34.3%	34.8	31.5%

# Student Learning

## Student Learning Summary

Based on the Texas accountability rating for the 2022 school year, TMC received a 94%. The campus was not rated for the 2021 school year due to the "State of Disaster" declared by TEA. For the 2020 school year, campuses were not rated in the state due to the COVID-19 pandemic.

During the 2022 school year, the campus received 5 out of 6 distinctions (Academic achievement for: ELAR, Math & Social Studies, Top 25% Comparative Closing the Gaps, Top 25 Percent: Comparative Academic Growth, and Postsecondary Readiness).

STAAR Performance:

- All subjects: 32% Masters, 57% Meets, 84% Approaches.
- Reading: 37% Masters, 62% Meets, 87% Approaches.
- Math: 31 % Masters, 57% Meets, and 86% Approaches.
- Science: 20 % Masters, 40% Meets, and 70% Approaches.

## Student Learning Strengths

During the 2022 school year, TMC received a 100% for closing the gaps, 88% for student achievement, and a 91% for school progress.

Longitudinal STAAR data:

Comparatively, TMC students showed growth in both Reading and Math assessments.

### Approaches

- All subjects: In 2021, 69 % of students scored approaches or higher vs. 84% in the 2022 school year.
- Reading: In 2021, 73 % of students scored approaches or higher vs. 87% in the 2022 school year
- Math: In 2021, 70 % of students scored approaches or higher vs. 86% in the 2022 school year
- Science: In 2021, 78 % of students scored approaches or higher vs. 70% in the 2022 school year.

### Meets

- All subjects: In 2021, 37 % of students scored meets or higher vs. 57% in the 2022 school year.
- Reading: In 2021, 39 % of students scored meets or higher vs. 62% in the 2022 school year
- Math: In 2021, 42 % of students scored meets or higher vs. 57% in the 2022 school year
- Science: In 2021, 34 % of students scored meets or higher vs. 40% in the 2022 school year.

### Masters

- All subjects: In 2021, 16 % of students scored masters or higher vs. 32% in the 2022 school year.
- Reading: In 2021, 20 % of students scored masters or higher vs. 37% in the 2022 school year
- Math: In 2021, 19 % of students scored masters or higher vs. 31% in the 2022 school year
- Science: In 2021, 13 % of students scored masters or higher vs. 20% in the 2022 school year.



# School Processes & Programs

## School Processes & Programs Summary

T.M. Clark is committed to implementing the G-PISD Learning Framework.

The **Gregory-Portland ISD Learning Framework** was developed in alignment to the district's mission, vision and beliefs. The Framework details the systematic and coherent approach to successfully achieve all essential outcomes in Priority 1 of our Balanced Scorecard by ensuring learning for all no matter the campus or classroom in a shift from teaching *TO* learning. The Learning Framework and implementation plan provides clear direction for all stakeholders and outlines guidelines and procedures for the design, delivery, monitoring, and evaluation of effective learning in Gregory-Portland ISD.

*The following are the core features of the Learning Framework:*

- Provide students with excellent and engaging learning experiences to ensure success now and in the future.
- Increases alignment and coherence to drive innovation and system interdependence.
- Learning is not just for students but for all stakeholders because learning is a lifelong process. The G-P Learning Framework focuses on the learning, development, and engagement of all stakeholders.
- A learner-centered culture is one of the most critical elements that enables all to flourish.
- The processes of curriculum design, assessment, and instruction will successfully impact learning.
- Learning takes time and is always changing and adapting. The Learning Framework has an implementation plan including continuous improvement and induction of new staff.

### Curriculum

We are committed to implementing a **guaranteed** and **viable curriculum** with fidelity to ensure **equity** and **performance gaps** are not created by our school system.

We will ensure that every student has access to a **highly effective educator** with a deep understanding of the curriculum and the **vertical and horizontal alignment**.

- Teachers are expected to teach at high academic levels aligned to the **state curriculum**, the **Texas Essential Knowledge and Skills (TEKS)**. The Texas Education Agency ensures that there is a coherent progression in the complexity of the TEKS for each content area as students progress through the grades. In addition, the district-approved curriculum resource(s) provide teachers with tools that enhance their ability to understand the **depth and complexity of the standards** to support their instruction.

### Instruction

T.M. Clark ensures the curriculum is delivered using **authentic, engaging, aligned, differentiated**, and **culturally responsive** instructional practices.

We will ensure that all students will have access to **instructional materials** that are **equitable** and ensure **academic success** in all content areas.

- In order to ensure that teachers and students have an understanding of the essence of the learning that is taking place, teachers are expected to post **learning objectives** daily. This will strengthen the **student centered learning environment**.
- **Planning** is critical to quality instruction and therefore, G-P teachers are required to plan high-quality lessons integrating **effective instructional strategies**.
- Teachers will utilize high quality **instructional materials** aligned to the level of thinking of the standard and to our curriculum.

## School Processes & Programs Strengths

### Assessment

T.M. Clark is committed to being **evidence-driven** educators who use a **variety of assessments** to improve student learning.

We are committed to using **assessments for learning** to develop **grit** in our students by having them set and monitor **goals**, providing **consistent feedback** and **actionable steps** for improvements, and **empowering** educators and students to meet their goals.

We are committed to using **reliable data** to drive instructional decisions.

### Expectations

- Teachers use a variety of assessments to ensure students are learning the standards and making progress.
- Teachers are expected to analyze assessment data and take appropriate action.
- Teachers proactively plan time for assessment analysis to provide feedback to students and assist them in setting goals.
- All campuses will implement the **Universal Screener Administration**.



# Perceptions

## Perceptions Summary

Results from T.M. Clark's parent and student engagement surveys conducted in May of 2022 reveal campus strengths. The two strengths are as follows:

### Parent Survey

- Student learning is a high priority at my child's school. 4.56 (Campus mean), 4.21 (District mean)
- I am proud to say that I have a child at this campus. 4.53 (Campus mean), 4.23 (District mean)

### Student Survey

- Does your teacher want you to do your best? 4.93 (Campus mean), 4.93 (District mean)
- Does your teacher let you give up if the work gets hard? 4.75 (Campus mean), 4.76 (District mean)

Campus Site-Based Decision Making (SBDM) Committees provide valuable insight and support. Still, there are significant needs to be addressed within the next 1-3 years, including but not limited to:

1. Increase communication to help increase parent involvement and engagement in student learning at home, school;
2. Community volunteerism and opportunities to partner with the campus;
3. Further development of communication outreach and notification systems;
4. Translation services for non-English speaking families;
5. Continuing advancements to enhance school culture and climate, including proactive measures to reduce the threat of bullying and significant disciplinary issues; and the
6. Development of campus culture, internally and externally, to continue providing an inclusive, positive learning environment for student success.

## Perceptions Strengths

T.M. Clark is committed to ensuring the Learning Framework is upheld as the foundation for learning in G-PISD.

We are committed to communicating and clarifying the various ways in which the Learning Framework defines HOW we achieve the goals and priorities identified in the Balanced Scorecard by team and by campus.

We are committed to continuous improvement through opportunities for stakeholder engagement at all levels of the organization and among the greater community.

At T.M. Clark, we believe:

- G-PISD educators continuously work to embrace and employ the Learning Framework in their daily interactions and lessons with our scholars.
- G-PISD leaders take strategic actions to support teams in embracing and employing the Learning Framework, and making clear the connection between

the framework and all educational practices, plans, and processes.

- All G-PISD stakeholders, internal and external, are able to access feedback opportunities via the Learning Framework website.
- Internal or directly-affected G-PISD stakeholders (students, families, teachers, administrators) realize and are able to provide open and honest feedback to the Learning Framework Task Force and G-PISD leaders.

Among the advancements identified by internal and external stakeholders related to district culture and climate, the following were considered strengths in the last two years:



1. Increased community outreach, engagement via social media, website, and media outlets;
2. Addressed needs and improvements related to incident and emergency notifications;
3. Addressed need to provide online option to report a potential instance of bullying;
4. Increased community giving/partnerships in support of G-PISD students and teachers;
5. Positive feedback from the community related to recent district initiatives and progress including but not limited to: Bond Projects/Construction; ; Community partnerships; Fiscal management; Website design, Twitter and Facebook access through Class Intercom; Student and staff recognition
6. Online and face to face professional development opportunities to staff
7. Anti-bullying, suicide prevention, and character education lessons, programs, and education activities
8. Adequate ESL certified teachers to provide instructional support to ELL studnets
9. Evidence that students are utilizing technology to research, create, and demonstrate new learning







# Goals










Revised/Approved: September 15, 2022

## Goal 1: Exceptional Student Performance

**Performance Objective 1:** 1.1 Annually increase performance in reading for all students and all student groups.



Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> A WIN (What I Need) framework was implemented across all grade levels. Students are grouped based on academic needs/strengths and receive specific interventions during WIN time. <b>Strategy's Expected Result/Impact:</b> Increase reading progress for all students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, GISs, Teachers, Paraprofessionals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> Interactive Hands-On Stations - 211 - Title I, Part A - \$380.66, Hands-On Reading activities - 199/25 - State Bilingual/ESL - \$795, High Priority TEKS - 199/24 or 30 - State Compensatory - \$1,400, Bilingual Reading Books - 199/25 - State Bilingual/ESL - \$1,000, Intervention Resources - 199/24 or 30 - State Compensatory - \$1,123	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Purchase reading materials and continue to build WOW carts to be used by teachers and support staff during WIN time. <b>Strategy's Expected Result/Impact:</b> Increase reading progress for all students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, GISs, Teachers, Paraprofessionals  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Fountas and Pinnell - 199/24 or 30 - State Compensatory - \$4,550	Formative		
	Jan	Mar	June
			







Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Purchase instructional resources, such as, but not limited to: Ford-Ferrier intervention workbooks, Think it Up, Fountas & Pinnell Benchmark Kits, computer programs. <b>Strategy's Expected Result/Impact:</b> Increase reading progress for all students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, GISs, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Ford-Ferrier Intervention - 211 - Title I, Part A - \$1,840, STAAR Resources - 211 - Title I, Part A - \$6,345.86, STAAR Resources - 211 - Title I, Part A - \$1,841.84, STAAR Master - 211 - Title I, Part A - \$4,000	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Title I Instructional Coach will provide instructional strategies and coaching to classroom teachers based on data. <b>Strategy's Expected Result/Impact:</b> Teachers will have an increased opportunity to collaborate and discuss highly effective instructional strategies to increase student engagement and academic performance. <b>Staff Responsible for Monitoring:</b> Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> Lead4ward - 199/24 or 30 - State Compensatory - \$1,500	Formative		
	Jan	Mar	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Attend winter MAP training with a team of teacher teachers, a representative from each grade level. <b>Strategy's Expected Result/Impact:</b> Increase teacher capacity. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, GISs, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Campus reading teachers will complete the Texas K-3 Reading Academy. <b>Strategy's Expected Result/Impact:</b> Improve reading instruction. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Jan	Mar	June
			






Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Title I Instructional Coach and instructional paraprofessionals are funded to support both students and teachers. <b>Strategy's Expected Result/Impact:</b> To help ensure all students meet challenging, state, academic standards. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> FTE's - 211 - Title I, Part A - \$176,327.23	Formative		
	Jan	Mar	June
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Gap Intervention Specialists will work with Tier 3 and HB4545 students to bridge learning gaps in reading. <b>Strategy's Expected Result/Impact:</b> Students will make growth in reading. <b>Staff Responsible for Monitoring:</b> Campus Administrators, RTI Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Phonics and Phonemic Awareness - 211 - Title I, Part A - \$90, - 199/24 or 30 - State Compensatory - \$271,000	Formative		
	Jan	Mar	June
			
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> A Jumpstart Program will be offered for a two-week period where HB4545 students can receive 30 hours of accelerated instruction. <b>Strategy's Expected Result/Impact:</b> Students will receive instruction to target learning gaps. <b>Staff Responsible for Monitoring:</b> School Administrators, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

## Goal 1: Exceptional Student Performance

**Performance Objective 2:** 1.2 Annually increase performance in math for all students and all student groups.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> A WIN (What I Need) framework was implemented across all grade levels. Students are grouped based on academic needs/ strengths and receive specific interventions during WIN time. <b>Strategy's Expected Result/Impact:</b> Increase math progress for all students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, GISs, Teachers, Paraprofessionals  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Hands-On Math Manipulatives - 211 - Title I, Part A - \$193.75, Intervention Resources - Special Education (PIC 23) - \$224.78, Math Manipulatives - 199/24 or 30 - State Compensatory - \$500, Fact Fluency - 199/24 or 30 - State Compensatory - \$1,400 , Intervention Resources - 199/24 or 30 - State Compensatory - \$1,123	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Purchase math materials to increase high quality resources to WOW carts to be used by teachers and support staff during WIN time. <b>Strategy's Expected Result/Impact:</b> Increase math scores for all students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, GISs, Teachers, Paraprofessionals  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Math Read-Aloud Books - 211 - Title I, Part A - \$1,000	Formative		
	Jan	Mar	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Purchase instructional resources, such as, but not limited to: RTI Math Intervention Forde and Ferrier workbooks, Progress Learning, STAAR Master, etc. <b>Strategy's Expected Result/Impact:</b> Increase math scores for all students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, GISs, Teachers  <b>Funding Sources:</b> STAAR Resources - 211 - Title I, Part A - \$1,463, Progress Learning - 211 - Title I, Part A - \$1,625, Progress Learning, 2nd grade - 211 - Title I, Part A - \$436.83, Progress Learning, Lift Off, 2nd-5th - 211 - Title I, Part A - \$395.83, STAAR Master - 211 - Title I, Part A - \$4,000	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Title I Instructional Coach will provide instructional strategies and coaching to classroom teachers based on data. <b>Strategy's Expected Result/Impact:</b> Teachers will have an increased opportunity to collaborate and discuss highly effective instructional strategies to increase student engagement and academic performance. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative		
	Jan	Mar	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Attend winter MAP training with a team of teacher teachers, a representative from each grade level. <b>Strategy's Expected Result/Impact:</b> Increase teacher capacity. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, GISs, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Gap Intervention Specialists will work with Tier 3 and HB4545 students to bridge learning gaps in reading. <b>Strategy's Expected Result/Impact:</b> Students will make growth in math. <b>Staff Responsible for Monitoring:</b> Campus Administrators, RTI Team  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Mar	June
			








Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> A Jumpstart Program will be offered for a two-week period where HB4545 students can receive 30 hours of accelerated instruction. <b>Strategy's Expected Result/Impact:</b> Students will receive instruction to target learning gaps. <b>Staff Responsible for Monitoring:</b> School Administrators, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Mar	June
	 0%		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



## Goal 1: Exceptional Student Performance







**Performance Objective 3:** 1.3 Annually increase performance in College, Career, and Military Readiness for all students and all student groups.

### HB3 Goal

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students participate in Career Day (s). <b>Strategy's Expected Result/Impact:</b> Improve CCMR awareness. <b>Staff Responsible for Monitoring:</b> Counselor	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> CCMR bulletin board posted monthly. <b>Strategy's Expected Result/Impact:</b> Raise awareness in Pre-K -5th grade students in CCMR.	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students and staff participate in weekly CCMR day to promote CCMR readiness <b>Strategy's Expected Result/Impact:</b> Raise awareness in Pre-K -5th grade students in CCMR. <b>Staff Responsible for Monitoring:</b> Counselor, Principals  <b>Title I:</b> 2.5	Formative		
	Jan	Mar	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			







## Goal 1: Exceptional Student Performance

**Performance Objective 4:** 1.4 Annually increase student engagement for all students and all student groups.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will implement Engaging Experiences for students. <b>Strategy's Expected Result/Impact:</b> Students make growth from MOY to EOY. <b>Staff Responsible for Monitoring:</b> Instructional Coach/GIS  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> Hands-On Learning Materials - Special Education (PIC 23) - \$448.17, Motivational Supplies - Dyslexia (PIC 37,43) - \$91.02, Hands-On Learning Materials - Dyslexia (PIC 37,43) - \$925.26, Hands-On Learning Materials - Dyslexia (PIC 37,43) - \$983.72, Station - 199/24 or 30 - State Compensatory - \$500, Lifecycles - 199/24 or 30 - State Compensatory - \$500	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students will engage in hands-on learning in RLA, Math and Science. <b>Strategy's Expected Result/Impact:</b> Student performance will increase on formal and informal assessments. <b>Staff Responsible for Monitoring:</b> Science Teachers, Instructional Coach and Campus Administrators  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1 <b>Funding Sources:</b> Progress Learning - 211 - Title I, Part A - \$1,250, Gifted and Talented Field Trip - 199/21 -State Gifted and Talented - \$2,037, Gifted and Talented Resources - 199/21 -State Gifted and Talented - \$363, Interactive Visual Lessons - 199/25 - State Bilingual/ESL - \$1,000, Kagan - 211 - Title I, Part A - \$800	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			




## Goal 1: Exceptional Student Performance






**Performance Objective 5:** 1.5 Annually increase the percentage of students who feel safe at school.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teacher-student mentors for students in 3-5. <b>Strategy's Expected Result/Impact:</b> Student growth from MOY-EOY.	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students receive Social Emotional Learning support lessons through District wide practices, tools and resources. <b>Strategy's Expected Result/Impact:</b> Students will feel safe and supported at school. <b>Staff Responsible for Monitoring:</b> Campus Counselor, Teachers, Paraprofessionals  <b>Funding Sources:</b> SEL Program - 289 - Title IV, Part A - \$500, Sensory Tools - Special Education (PIC 23) - \$258.05, SEL Materials and Resources - Special Education (PIC 23) - \$649	Formative		
	Jan	Mar	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Goal 2: High Performing and Engaged Workforce







### Performance Objective 1: 2.1 Annually increase the percentage of staff satisfaction.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide teachers instructional time to dig deeply into MAP and MOCK data. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to make data-driven decisions that will impact student learning because they were given time to analyze the data and create differentiated learning groups. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, GISs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Send staff surveys asking how we can better support staff. <b>Strategy's Expected Result/Impact:</b> Teachers will feel they are being listened to and supported. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Staff are invited to participate in Learning Walks to observe colleagues teaching. <b>Strategy's Expected Result/Impact:</b> Teachers model, observe and learn from their peers, creating a community of professionals. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative		
	Jan	Mar	June
			

Strategy 4 Details		Formative Reviews		
<b>Strategy 4:</b> Implement Bobcat Week (90 minute planning) into the master schedule for teaches to plan, disaggregate data, provide opportunities for training, etc. <b>Strategy's Expected Result/Impact:</b> Teachers model, observe and learn from their peers, creating a community of professionals and a PLC norm. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, GIS', teacher leaders, teachers  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative		
		Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





## Goal 2: High Performing and Engaged Workforce






**Performance Objective 2:** 2.2 Annually increase the retention rate of highly effective faculty and staff.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Targeted professional development and on-going analysis based on staff needs that will positively impact students. <b>Strategy's Expected Result/Impact:</b> Teachers receive training in high impact areas to help them provide support to students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Empower staff to become leaders within the campus by sending staff to trainings, having them become experts in a specific area and train other staff members. <b>Strategy's Expected Result/Impact:</b> Teachers will feel empowered as campus leaders by sharing newly learned knowledge with teams and staff. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

### Goal 3: Quality Service and Impactful Community Engagement

#### Performance Objective 1: 3.1 Annually increase the percentage of student satisfaction.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will get recognized monthly as Student of the Month and they will be acknowledged with a picture on the wall. <b>Strategy's Expected Result/Impact:</b> Students' self-confidence will increase as they feel pride from being recognized. <b>Staff Responsible for Monitoring:</b> Teachers	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students will get recognized by receiving Bobcat Bucks for good grades and behavior. <b>Strategy's Expected Result/Impact:</b> Rewards increase motivation and better attendance. <b>Staff Responsible for Monitoring:</b> Teachers and Paraprofessionals	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students are part of "Starbooks" reading incentive. <b>Strategy's Expected Result/Impact:</b> Students' test scores will increase. <b>Staff Responsible for Monitoring:</b> Administrators and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Students will be invited to participate in extracurricular activities including: UIL, Spelling Bee, Science Fair and Robotics Club. <b>Strategy's Expected Result/Impact:</b> Students can select extracurricular activities of their interest to be more engaged in the school setting. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, GIS	Formative		
	Jan	Mar	June
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implement school-wide PBIS system, "Paws for Learning". <b>Strategy's Expected Result/Impact:</b> Rewards increase motivation and better behavior. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			










Goal 3: Quality Service and Impactful Community Engagement

Performance Objective 2: 3.2 Annually increase the percentage of parent/family satisfaction and engagement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Title I Parent survey is shared to families at BOY, MOY and EOY. Strategy's Expected Result/Impact: Improve campus systems and procedures.	Formative		
	Jan	Mar	June
	<div><div></div>50%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			






### Goal 3: Quality Service and Impactful Community Engagement

**Performance Objective 3:** 3.3 Annually increase the percentage of community satisfaction and engagement.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Families are invited to attend: Meet the Teacher, Family Math Night, Family Reading Night, Open House, Veteran's Day Parade and Book Fairs <b>Strategy's Expected Result/Impact:</b> Families will feel included as a partner in their child's education. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus communication is provided to families through Remind. <b>Strategy's Expected Result/Impact:</b> Families will be informed about upcoming events. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Social media platforms will be used to inform the community of student activities and campus events. <b>Strategy's Expected Result/Impact:</b> To keep the community informed about campus related events. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Teachers	Formative		
	Jan	Mar	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 1: 4.1 Annually improve operational processes.






Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Operational processes were written, reviewed and placed in the employee handbook. <b>Strategy's Expected Result/Impact:</b> Staff will understand campus expectations. <b>Staff Responsible for Monitoring:</b> Administrators, Staff	Formative		
	Jan	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**Goal 4:** Efficient and Effective District and Campus Operations

**Performance Objective 2:** 4.2 Maintain fiscal, viability, stewardship, and improve staff knowledge of sustainable budgeting processes.







Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 3: 4.3 Ensure strategic alignment of resources.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Benchmark Assessment System kits have been purchased to be utilized campus-wide to provide consistent monitoring of student growth in reading levels. <b>Strategy's Expected Result/Impact:</b> Increase student reading fluency and comprehension for all students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, GISs, Teachers	Formative		
	Jan	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

#### Goal 4: Efficient and Effective District and Campus Operations

##### Performance Objective 4: 4.4 Annually improve safety and security.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Required drills will be practiced to ensure that staff and students know how to respond in different types of emergency situations. <b>Strategy's Expected Result/Impact:</b> Staff and students will be able to respond quickly and calmly if an emergency occurs. <b>Staff Responsible for Monitoring:</b> Administration, Staff	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The Raptor EM Alert app is available to all staff. <b>Strategy's Expected Result/Impact:</b> Staff will be able to communicate with the district safety team. <b>Staff Responsible for Monitoring:</b> Staff, Safety Team	Formative		
	Jan	Mar	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# State Compensatory

## Budget for Clark Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 3**

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Clark Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
TMC GIS	Gap Intervention Specialist	1
TMC GIS	Gap Intervention Specialist	1
TMC Pre-K	Paraprofessional	0.5
TMC Pre-Kinder	Teacher	0.5

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
TMC Paraprofessional	Instructional Paraprofessional	Title I	1.0
TMC Paraprofessional	Instructional Paraprofessional	Title I	1.0
TMC Paraprofessional	Instructional Paraprofessional	Title I	1.0
TMC Title I Instructional Coach	Instructional Coach	Title I	1.0



# Campus Funding Summary

199/25 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Hands-On Reading activities		\$795.00
1	1	1	Bilingual Reading Books		\$1,000.00
1	4	2	Interactive Visual Lessons		\$1,000.00
Sub-Total					\$2,795.00
Budgeted Fund Source Amount					\$2,795.00
+/- Difference					\$0.00
199/24 or 30 - State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Resources		\$1,123.00
1	1	1	High Priority TEKS		\$1,400.00
1	1	2	Fountas and Pinnell		\$4,550.00
1	1	4	Lead4ward		\$1,500.00
1	1	8			\$271,000.00
1	2	1	Fact Fluency		\$1,400.00
1	2	1	Intervention Resources		\$1,123.00
1	2	1	Math Manipulatives		\$500.00
1	4	1	Station		\$500.00
1	4	1	Lifecycles		\$500.00
Sub-Total					\$283,596.00
Budgeted Fund Source Amount					\$283,596.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interactive Hands-On Stations		\$380.66
1	1	3	STAAR Master		\$4,000.00
1	1	3	Ford-Ferrier Intervention		\$1,840.00
1	1	3	STAAR Resources		\$1,841.84

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	STAAR Resources		\$6,345.86
1	1	7	FTE's		\$176,327.23
1	1	8	Phonics and Phonemic Awareness		\$90.00
1	2	1	Hands-On Math Manipulatives		\$193.75
1	2	2	Math Read-Aloud Books		\$1,000.00
1	2	3	Progress Learning, 2nd grade		\$436.83
1	2	3	STAAR Master		\$4,000.00
1	2	3	Progress Learning		\$1,625.00
1	2	3	STAAR Resources		\$1,463.00
1	2	3	Progress Learning, Lift Off, 2nd-5th		\$395.83
1	4	2	Kagan		\$800.00
1	4	2	Progress Learning		\$1,250.00
Sub-Total					\$201,990.00
Budgeted Fund Source Amount					\$201,990.00
+/- Difference					\$0.00
289 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	SEL Program		\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$0.00
199/21 -State Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Gifted and Talented Field Trip		\$2,037.00
1	4	2	Gifted and Talented Resources		\$363.00
Sub-Total					\$2,400.00
Budgeted Fund Source Amount					\$2,400.00
+/- Difference					\$0.00

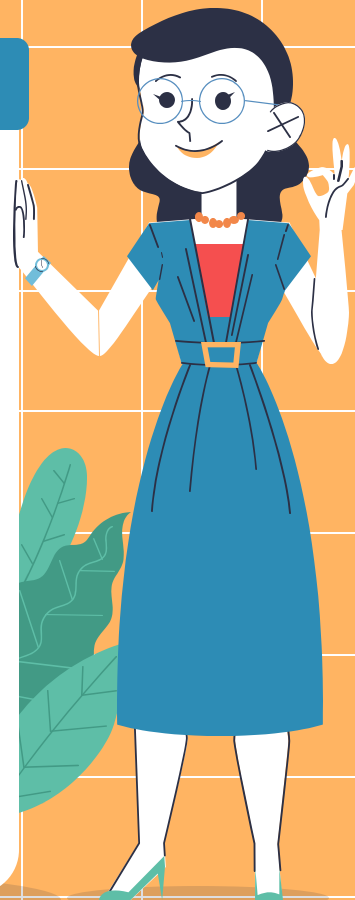
Special Education (PIC 23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Intervention Resources		\$224.78
1	4	1	Hands-On Learning Materials		\$448.17
1	5	2	SEL Materials and Resources		\$649.00
1	5	2	Sensory Tools		\$258.05
Sub-Total					\$1,580.00
Budgeted Fund Source Amount					\$1,580.00
+/- Difference					\$0.00
Dyslexia (PIC 37,43)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Hands-On Learning Materials		\$925.26
1	4	1	Hands-On Learning Materials		\$983.72
1	4	1	Motivational Supplies		\$91.02
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$494,861.00
Grand Total Spent					\$494,861.00
+/- Difference					\$0.00

# Addendums



# Data!

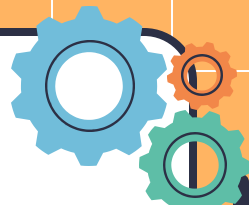
Academic



# 1st grade

## MAP

# 2nd Grade



### Language Arts: Reading

#### Summary

Total Number of Students With Valid Growth Scores	109
Mean RIT Score	167.7
Standard Deviation	11.9
District Grade-Level Mean RIT	168.4
Students At or Above District Grade-Level Mean RIT	48
Grade-Level Mean RIT	171
Students At or Above Grade-Level Mean RIT	42

### Math: Math K-12

#### Summary

Total Number of Students With Valid Growth Scores	109
Mean RIT Score	173
Standard Deviation	11.1
District Grade-Level Mean RIT	174.6
Students At or Above District Grade-Level Mean RIT	48
Grade-Level Mean RIT	175.9
Students At or Above Grade-Level Mean RIT	45

### Language Arts: Reading

#### Summary

Total Number of Students With Valid Growth Scores	105
Mean RIT Score	182.7
Standard Deviation	13
District Grade-Level Mean RIT	182.6
Students At or Above District Grade-Level Mean RIT	50
Grade-Level Mean RIT	185.3
Students At or Above Grade-Level Mean RIT	39

### Math: Math K-12

#### Summary

Total Number of Students With Valid Growth Scores	105
Mean RIT Score	192.6
Standard Deviation	14.4
District Grade-Level Mean RIT	192.4
Students At or Above District Grade-Level Mean RIT	60
Grade-Level Mean RIT	189
Students At or Above Grade-Level Mean RIT	66

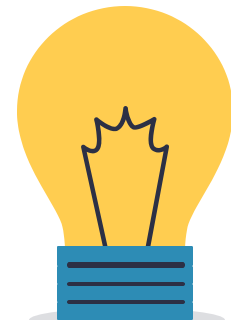
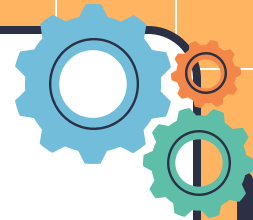
# Math



2022	Approaches	Meets	Masters
Grade 3	90% +15	60% +20	31% +16
Grade 4	79% +28	51% +21	31% +17
Grade 5	85% +6	59% +8	29% +6



Spring	Approaches	Meets	Masters
Grade 3	83%	58%	25%
Grade 4	78%	47%	18%
Grade 5	87%	47%	17%



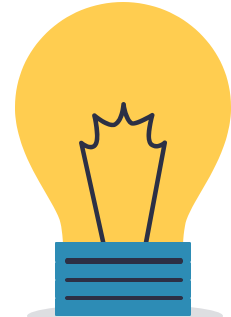
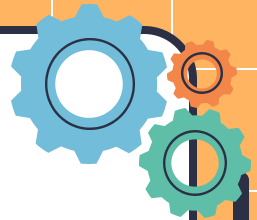
# Reading



2022	Approaches	Meets	Masters
Grade 3	83% +3	59% +14	36% +14
Grade 4	84% +23	56% +28	29% +16
Grade 5	92% +18	66% +25	41% +18



Spring	Approaches	Meets	Masters
Grade 3	77%	53%	32%
Grade 4	82%	46%	24%
Grade 5	85%	56%	28%

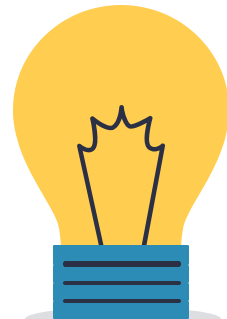




# Science

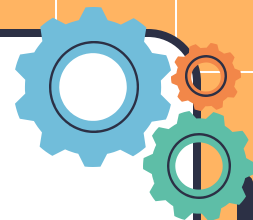


2022	Approaches	Meets	Masters
Grade 5	70% -4	40% +9	20% +8

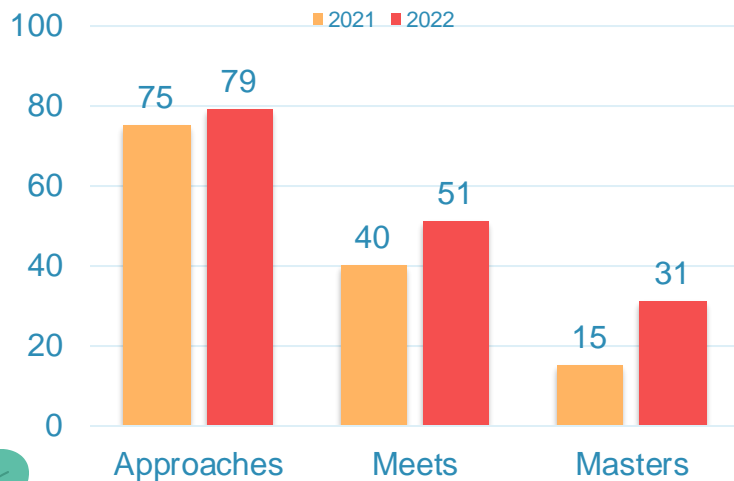




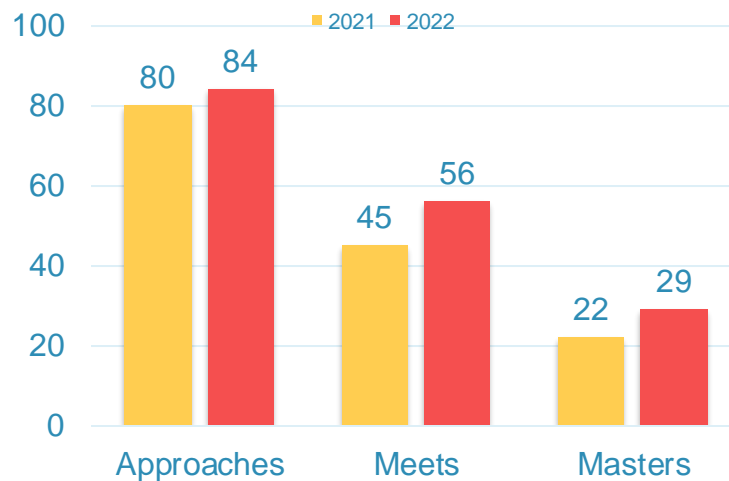
# 3rd Grade Cohort



## Math

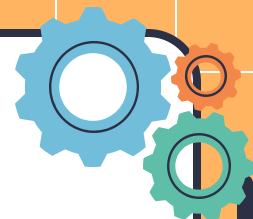


## Reading

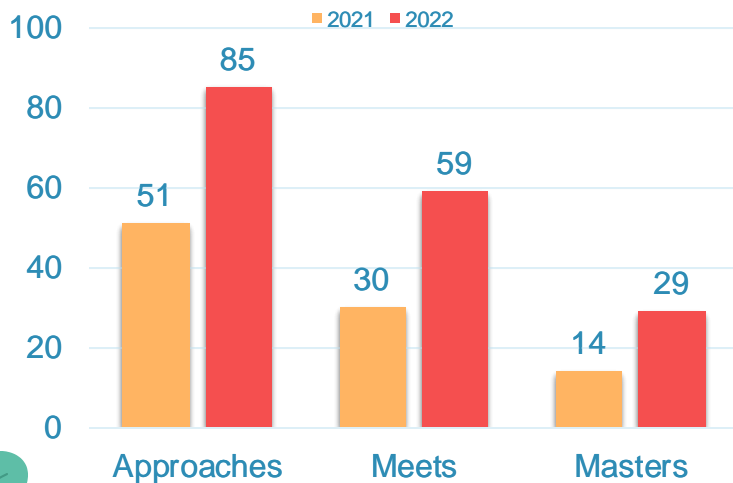




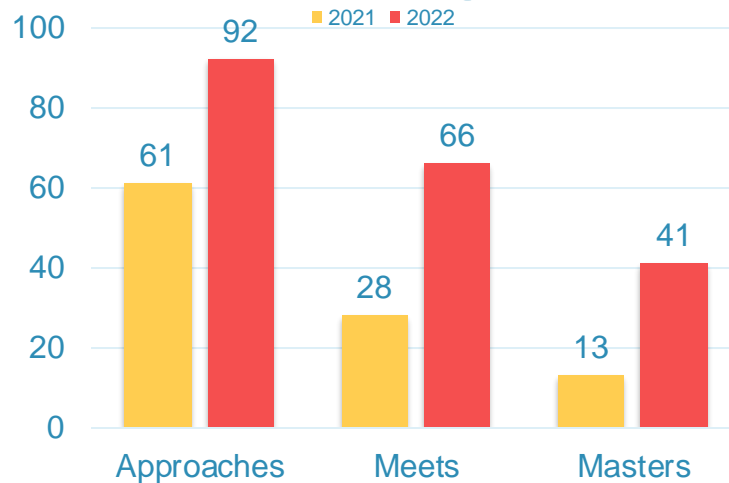
# 4th Grade Cohort



## Math



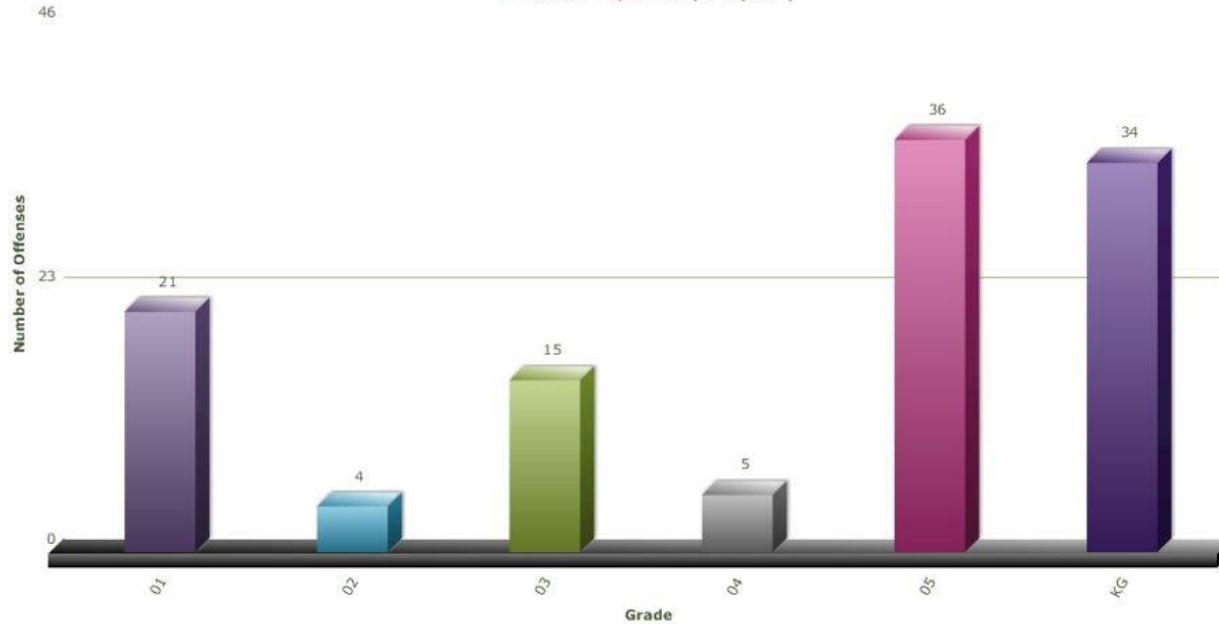
## Reading



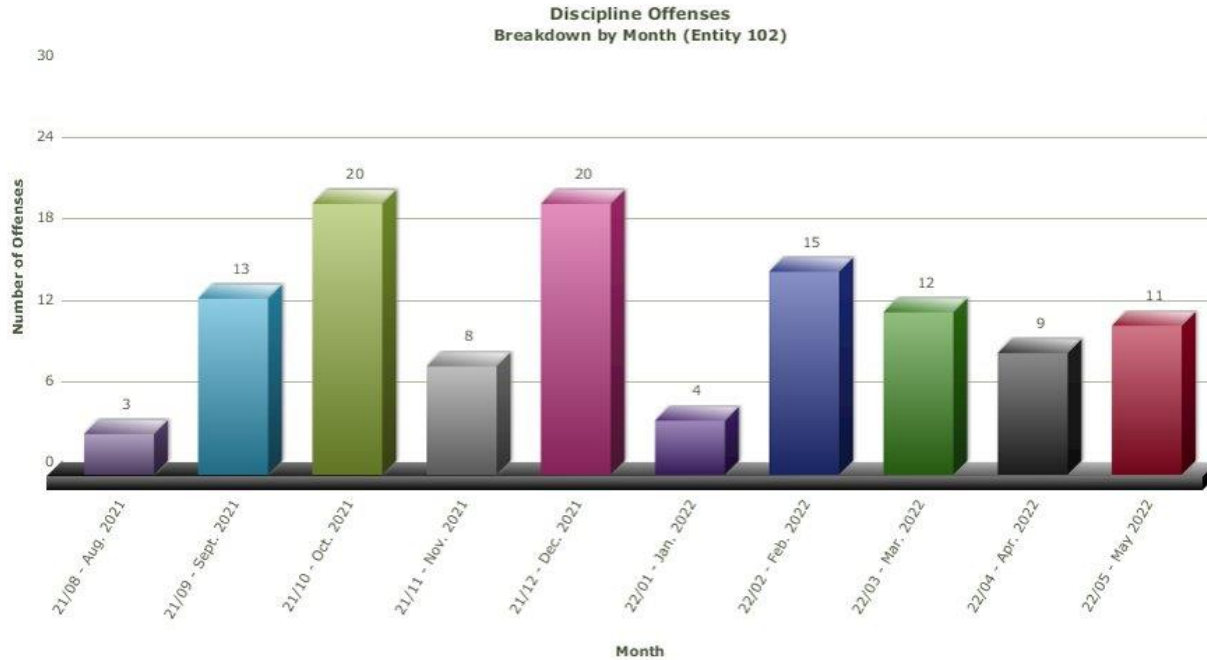
# Discipline



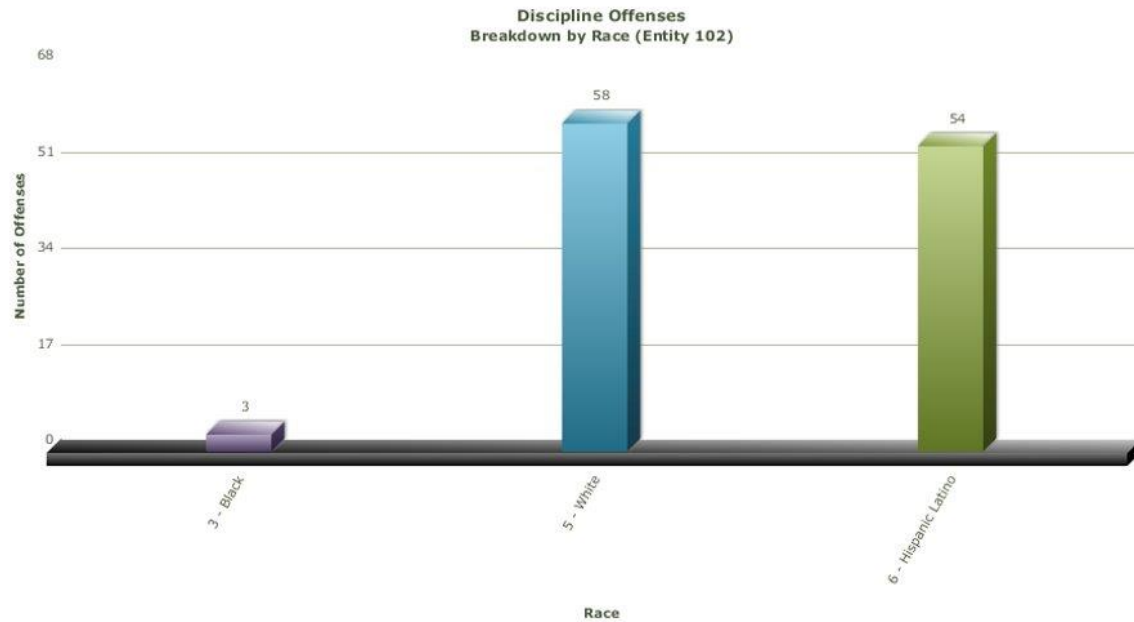
Discipline Offenses  
Breakdown by Grade (Entity 102)



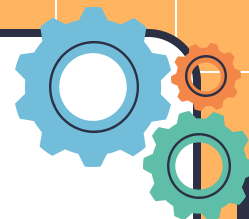
# Discipline



# Discipline



# Parent Surveys



## Glows

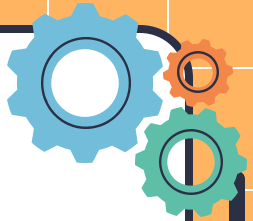
Question	Campus Mean	Last YR	DIST Mean
Student learning is a high priority at my child's school	4.56	4.21	4.21
I am proud to say that I have a child at this campus	4.53	4.32	4.23

## Grows

Question	Campus Mean	Last YR	DIST Mean
I regularly receive feedback from school staff on my child's progress.	4.03	4.09	3.93
I feel well informed about the issues impacting my child's campus	4.11	3.94	3.81



# Student Surveys



## Glows

Question	Campus Mean	Last YR	DIST Mean
Does your teacher want you to do your best?	4.93	4.96	4.93
Does your teacher let you give up if the work gets hard?	4.75	4.80	4.76

## Grows

Question	Campus Mean	Last YR	DIST Mean
Does your homework help you learn?	3.68	4.14	3.66
Do you get a chance to explain your ideas?	3.72	3.67	3.65



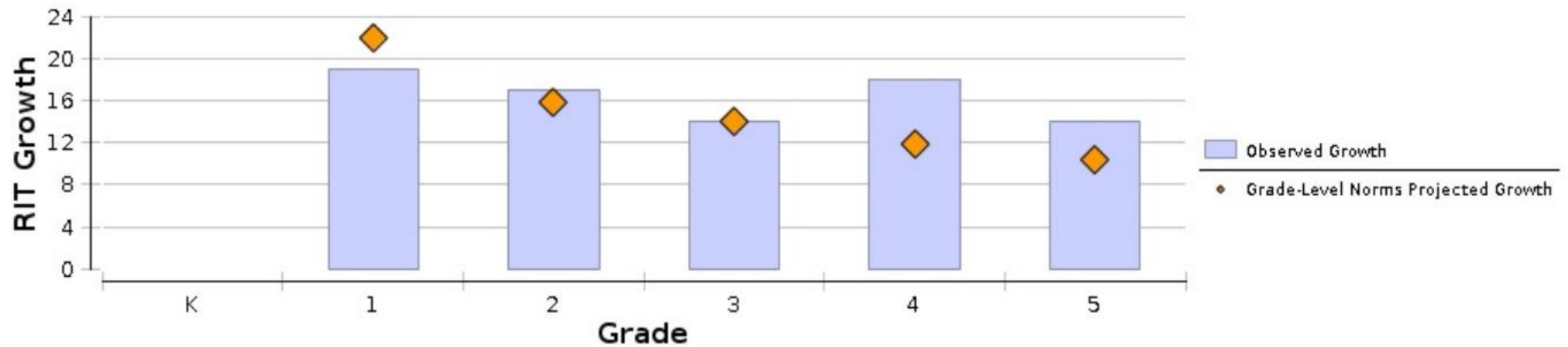


The background features several thin, teal-colored lines that intersect to form a series of irregular, overlapping geometric shapes, primarily triangles and quadrilaterals, creating a modern, architectural feel.

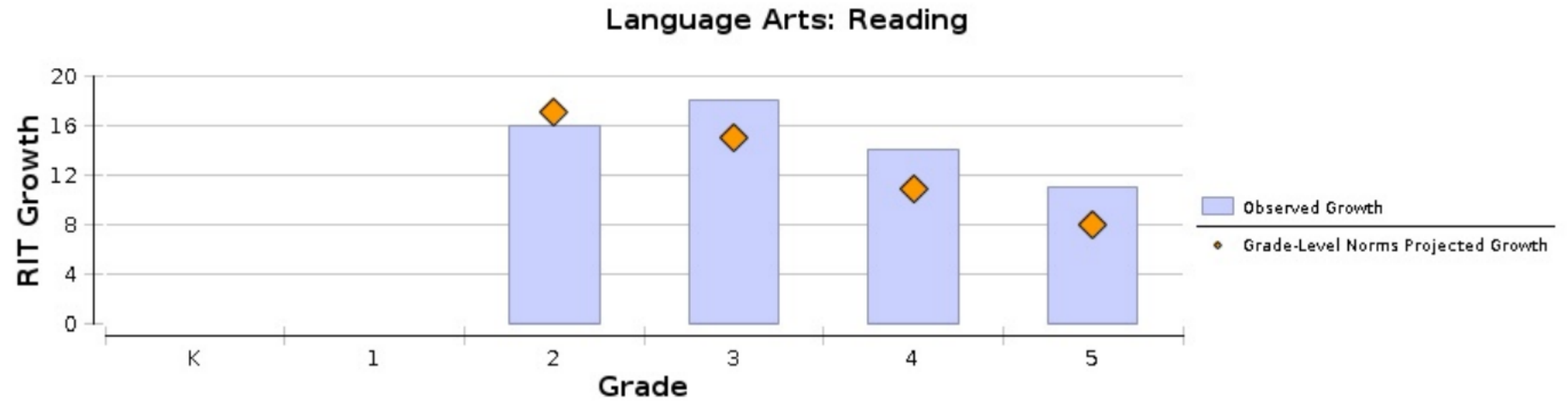
# *BEGINNING OF YEAR DATA*

# *MAP-STUDENT GROWTH SUMMARY REPORTS*

## Math: Math K-12



# *MAP-STUDENT GROWTH SUMMARY REPORTS*



# MAP-3RD-5TH- MATH

STAAR	Approaches	Meets	Masters
Grade 3	90%	60%	31%
Grade 4	79%	51%	31%
Grade 5	85%	59%	29%

Projected Proficiency Summary Report- MATH			
	Approaches	Meets	Masters
3rd	73%	29%	6%
4th	74%	46%	20%
5th	83%	57%	24%

# *MAP-3RD-5TH-READING*

2022	Approaches	Meets	Masters
Grade 3	83%	59%	36%
Grade 4	84%	56%	29%
Grade 5	92%	66%	41%

Projected Proficiency Summary Report- Reading			
	Approaches	Meets	Masters
3rd	74%	34%	8%
4th	77%	37%	15%
5th	85%	47%	26%