

**Gregory-Portland Independent School District**  
**Clark Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

## Call to Action:

*G-PISD students thrive in an ever-changing, global society through a sense of excellence, strong work-ethic, and a desire to contribute.*

# Core Beliefs

## STRATEGIC PLANNING DESIGN TEAM BELIEFS AND LEARNER OUTCOMES

### Beliefs:

- Educating our children is a fundamental responsibility of our entire community!
- By investing in the education and socialization of the whole person, we ensure opportunities for success in life.
- Successful education results from acknowledging the individual goals, strengths, and learning styles of our students and providing diverse opportunities to fulfill those needs.
- Extracurricular activities provide necessary life lessons and character building skills to help develop a well-rounded adult.
- The ability to apply critical thinking and problem-solving skills in the decision making process are essential in order to attain desired outcomes.
- Students need to experience challenges in their learning environment while still feeling comfortable enough to take a risk and be able to fail forward.

### Learner Outcomes:

- All students engage in relevant learning.
- All students participate in at least one co-curricular, extracurricular or school club activity per year.
- All students will exhibit the following: Critical Thinking, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility and Social Responsibility.
- All students contribute to society by participating in community service each year.

- All secondary students develop, implement, and annually update a written plan for post-graduation.
- Every graduate is fulfilled in their pursuits.

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# Comprehensive Needs Assessment

Revised/Approved: November 01, 2018

## 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 continues to stay at approximately 685 students. With the projected growth in industry and availability of housing in the next year, we can expect to see an increase in enrollment.
- The campus percentage of economically disadvantaged students has increased from 53.6% in 2016, 56.7% in 2017, 68.2% in 2018 school year. T.M. Clark is a Title 1 school-wide campuses, based on an economically disadvantaged population of 68.2%. Data retrieved from various state reports have shown some fluctuation of the economically disadvantaged population on our campus: 53.6% in 2016, 56.7% in 2017, 68.2% in 2018.
- T.M. Clark enrollment in special education has increased from 6.6% (2015) to 8.3% (2017) to 8.03% (2018).
- T.M. Clark Hispanic population continues to increase from 54.9% (2015) to 58.2% (2017) to 57.66 (2018).

### Demographics Strengths

- Attendance rates improved slightly from 2015 to 2016 and continue to maintain around the state average. 2015 – 96.2%, 2016-96.4%, 2017-94.94%
- Teacher experience in 2016-2017 continues to be a strength of the district. Only 0% of our teachers are designated as “Beginning Teachers” while the state average for the year was 7.8%. 51.5% of our campus teachers have 11 or more years of experience where the state average is 43.3%.

## Student Academic Achievement

### Student Academic Achievement Summary

T.M. Clark achieved Met Standard for the 2017-2018 school year. T.M. Clark STAAR 3-5 results showed progress on four of eight assessments that were given in the spring of 2018. Areas that showed growth were 4 grade math and reading and 5th grade math and reading. Areas to address include 3rd grade reading and math, 4th grade writing and, 5th grade science. Writing will be addressed campus wide and by both the campus and district through staff development and curriculum writing.

GR	Content Area	All Students		ECD		Hispanic		White	
		#	%	#	%	#	%	#	%
		Students	Approaches	Students	Approaches	Students	Approaches	Students	Approaches
3	Reading	110	78%	77	75%	70	76%	38	84%
3	Math	110	75%	77	77%	70	71%	38	82%
4	Reading	104	80%	71	75%	69	77%	34	88%
4	Math	104	88%	71	85%	69	90%	34	88%
4	Writing	101	54%	70	46%	68	54%	32	56%
5	Reading	108	86%	61	79%	56	79%	48	79%
5	Math	108	94%	61	89%	56	89%	48	90%
5	Science	109	72%	63	68%	56	61%	48	83%

The LEP and Economically Disadvantaged subpopulations showed growth from 2017 to 2018 but remain areas of focus. Both of these demographic groups had lower Meets Grade Level and Masters Grade Level achievement than other subpopulations that met minimum size requirements.

Content Area	ALL STUDENTS		ECD		LEP		HISPANIC		WHITE	
	%	%	%	%	%	%	%	%	%	%
	MEETS	MASTERS	MEETS	MASTERS	MEETS	MASTERS	MEETS	MASTERS	MEETS	MASTERS
Reading /ELA	48%	23%	41%	22%	44%	22%	43%	20%	58%	29%
Math	50%	26%	43%	22%	11%	11%	44%	21%	58%	33%
Science	38%	10%	32%	6%	40%	0%	29%	7%	48%	15%

<b>Writing</b>	35%	4%	27%	4%	*	*	32%	3%	41%	6%
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### **Student Academic Achievement Strengths**

Grades 3-5:

in all tested subjects

- T.M. Clark earned 3 distinctions, which were in the area of Academic Achievement in Math, Top 25 percent in Comparative Closing the Gap, Postsecondary Readiness
- T.M. Clark outperformed the state scores in reading, math and science.
- T.M. Clark continues to make gains in the percentage of students meeting Meets and Masters scores in reading, math and writing.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Gregory-Portland ISD provides all teachers with an aligned curriculum to ensure that educators across the district have a cohesive plan to ensure all students have access to the required state standards and assured learning experiences.

T.M. Clark is commitment to a following the curriculum and instruction team provides for an appropriate level of campus support to better meet students' needs. Intentional efforts and processes will be continued to increase fidelity of curriculum implementation, instructional best practices, programs, processes and procedures for compliance.

T.M. Clark is following the Technology Plan to articulate a common vision for technology in the district and to identify the strategies that ensure the use of technology to improve the academic achievement of all students, to provide alternative instructional strategies for engaging all types of learners, to provide enhanced resources, and to assist students in the development of higher level skills in technology, research, critical thinking, and communication. The district strives to provide the rigorous curriculum standards essential for academic and workplace success, and to build the capacity of all teachers to integrate technology effectively into teaching and learning.

### **School Processes & Programs Strengths**

T.M. Clark provides an aligned system of student-first planning that incorporates curriculum, instruction, assessment, and professional learning. Gregory-Portland ISD teachers are allowed common planning times throughout the year.

T.M. Clark uses curriculum is written with a high level of rigor, designed to engage students in inquiry-based experiences, with a focus on applying strategies and content area knowledge in meaningful contexts. District developed assessments are adjusted based on teacher and administrator input to provide timely feedback to classroom teachers as well as campus administrators regarding student mastery of the curriculum. Student data is gathered in an on-going manner in order to inform classroom instruction as well as to inform improvements to the curriculum. G-PISD administrators work cooperatively with principals in strengthening their ability to be instructional leaders. G-PISD incorporates assessment data (CBA, etc.) to identify and address strengths, weaknesses, and gaps in the curriculum at district and campus level.

Each classroom has a permanently mounted LCD projector with a screen (for teacher instruction as well as virtual lessons) connected to a computer with a DVD/CD player and cable TV capabilities, a document camera, interactive whiteboards and access to a printer/scanner/copier. These items are located on a mobile multi-media teacher workstation. Student responders are available for teacher and student use. Teachers have a portable computer (ie laptop, tablet computer, or other portable device). In addition, the classroom is equipped with a digital camera, sound system, miniature microphones for voice amplification and wireless networking.



# Perceptions

## Perceptions Summary

Results from T.M. Clark HB 5 most recent parent and student engagement surveys conducted in May of 2017 reveal average to above-average satisfaction with the campuses. 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

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. Increased number of participants for Community and Student Engagement (CaSE) surveys;
6. Improved campus ratings for CaSE surveys, in particular related to the culture and climate of the school environment;
7. Positive feedback from the community related to recent district initiatives and progress including but not limited to: Bond Projects/Construction; Hurricane Harvey response/management; Community partnerships; Fiscal management; New website design, event calendars; Student and staff recognition; and some improvements to campus communication/outreach.
8. Online and face to face professional development opportunities to staff
9. Anti-bullying, suicide prevention, and character education lessons, programs, and education activities
10. Adequate ESL certified teachers to provide instructional support to ELL students
11. Evidence that students are utilizing technology to research, create, and demonstrate new learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

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

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

# Goals

**Goal 1: Students will make a year's growth each year in reading and math; overall student achievement will increase under the state's measurement, and we will meet expectations for closing the performance gaps between student populations.**


**Performance Objective 1:** The calculated "overall rating" for the district under the state's adopted A-F accountability system will increase by 7 points from an 85 (B) to a 92 (A) by 2023.

**Evaluation Data Source(s) 1:** The state's adopted A-F accountability system

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>1) Continue to monitor current in-school and after-school activities that provide participation opportunities for all students and appeal to various interests *UIL events *Science fair *Spelling Bee *Field Trips *Music *Technology and various clubs</p>	2.5	Campus Administrators Teachers Counselor	Student membership will be recorded using sign in sheets. Students are given opportunities to explore different interests.			
<p align="center"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>2) Increase the use of technology (i.e. Laptops, iPads, and Smart TVs in grades Pre-K-5th through purchase of classroom sets.) TEC 11.252(a)(3)(D) TEC 28.001</p>		Principals District Directors	District Technology Plan Increase devices available for students. Campus Goal is to become a one to one campus by 2021.			

<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 3</p> <p>3) Gap Intervention Specialists (GIS) will provide small group instruction to at-risk students. Ninety percent of their time will include working with small group instruction.  TEC 11.252  TEC 11.253</p>	2.5, 2.6	District Intervention Specialist GIS Administratos	The percent of students meeting the NWEA projected RIT growth measure in both reading and math from Fall (beginning of year) to Spring (end of year) will increase.			
<p><b>Critical Success Factors</b>  CSF 1 CSF 2</p> <p>4) Implement the reading RTI manual to identify Tiers and provide support to students in Tier 2 and 3.</p>	2.4, 2.6	District Intervention Specialist Director of Special Education GIS Administrators Campus Rtl Team	RTI meetings will take place at the minimum of 3 times per year so that students will have identified Tier 2 and 3 interventions and resources.			
<p><b>Critical Success Factors</b>  CSF 5</p> <p>5) Utilize appropriate 3rd party electronic platforms for message communication including, but not limited to, Skyward, Schoolmessenger, Survey platforms, Remind, social media and mobile technology.</p>	3.1	Administrators Teachers Counselor Librarian	Community and parent communication will be timely, positive, correct and often.			
<p><b>Critical Success Factors</b>  CSF 5</p> <p>6) Implement feedback tools (surveys) to determine best mechanism for communicating with each stakeholder group.</p>	3.1	Communications Officer Teachers Administrators	Gather stakeholder feedback through effective and efficient communication mechanisms.			
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 4</p> <p>7) Provide students with before and/or after school access to computers for purposes of doing homework, schoolwork, and/or research projects.</p>	2.5	Directors of Instructional Services  Principals Assigned Staff	Increase student achievement through additional access to technology beyond the normal school hours.			


<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 8) Utilize tutors to provide additional academic tutorials during the school day as well as beyond normal hours.	2.4, 2.5, 2.6	Administrators Teachers	Based on MAP, STAAR and CBA data students are assigned tutoring in content areas.			
	Funding Sources: 211 - Title I, Part A - 20000.00					
<b>Critical Success Factors</b> CSF 1 9) Provide materials for teachers to utilize Kagan structures and Lead4ward activities.	2.4	Teachers Administrators	Teachers will use Lead4ward and Kagan activities to ensure that students are engaging in learning. Structures and engaging activities listed in weekly lesson plans.			
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 10) Mentor text and books for teacher libraries will be purchased for each grade level.	2.4	Teachers Administrators Librarian	Teachers will select additional titles for classroom sets.			
	Funding Sources: 211 - Title I, Part A - 609.42					
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 11) Implement an intensive math and reading intervention program for Low SE and Hispanic students in 3rd, 4th, and 5th grade.	2.6	Administrators Teachers GIS	Increase use of math manipulatives in all grades.			
						

## Goal 2: The district will improve Early Childhood Readiness (PK-3)

**Performance Objective 1:** The percent of students (K-3) meeting the NWEA projected RIT growth measure in both Reading & Math from Fall (Beginning of Year) to Spring (End of Year) will increase by 14%, from 49% to 63%, by 2023 on the NWEA MAP Growth evaluation.

**Evaluation Data Source(s) 1:** The NWEA projected RIT growth measure in both Reading & Math from Fall (Beginning of Year) to Spring (End of Year)

### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Critical Success Factors</b> CSF 2</p> <p>1) Analyze NWEA MAP data in order to screen and identify dyslexia and related disorders at the end of kindergarten and first grade.</p>	2.6	District-wide Instructional Specialist Dyslexia Specialists Administrators Teachers	Early identification and intervention for children with dyslexia to improve the child's academic success.			
<p><b>Critical Success Factors</b> CSF 2 CSF 5</p> <p>2) Evaluate student progress and learning to guide instruction and remediation in Pre-K by assessing multiple domains of development including reading, writing, math, health-wellness and language-communication.</p>		Pre-K Teachers District-wide Instructional Specialist Administrators	Complete BOY and EOY CIRCLE Assessment to ensure students are Kindergarten ready by the end of the school year.			
<p>3) Complete and publish the High-Quality Prekindergarten Self-Assessment tool in order to evaluate the quality of the prekindergarten program and define specific pathways for continuous improvement leading to positive child outcomes.</p>	2.6	Pre-K Teachers District-wide Instructional Specialist Administrators Pre-K Committee Members	Completed Self-Assessment tool with strategies for improvement.			
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Invite and maintain records of campus visits with students from Head Start.</p>		Counselor P.K. Teachers	Successful transition to public school.			
						

**Goal 2:** The district will improve Early Childhood Readiness (PK-3)

**Performance Objective 2:** The district will increase Pre-K enrollment by 45% of current enrollment (83 students), by the year 2023.

**Evaluation Data Source(s) 2:** Enrollment data for Pre-K

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Investigate new options to promote Pre-K enrollment.		Pre-K Committee	Increase Pre-K awareness and enrollment.			
<b>Comprehensive Support Strategy</b> 2) Investigate the pros and cons of expanding Pre-Kindergarten to an all-day program.		Assistant Superintendent of C&I Assistant Superintendent of Campus Leadership Principals District Directors	Analysis to include benefits and disadvantages to expanding Pre-Kindergarten to an all-day program.			
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  3) Increase the use of technology (i.e. Laptops, iPads, and digital manipulatives in grades Pre-K-3 through purchase of class sets and campus sets.	2.4, 2.6	Administrators Teachers Computer Lab Aide	District Technology Plan Increase devices available for students.			
						








**Goal 3: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.**

**Performance Objective 1:** The number of students who successfully achieve the college-readiness designation through completion of 12 hours of dual-credit, scoring 3 or 4 on an AP exam, CTE coherent sequence completion, performance on an SAT/ACT/TSI assessment, receiving an Associate Degree, Armed Forces enlistment, workforce readiness, and/or receiving a recognized industry certification in a technical field will increase by 10% from 51% to 61% by 2023.

**Evaluation Data Source(s) 1:** the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Establish partnerships that provide opportunities for the district and partners to work together. TEC 11.253(d)9</p>	3.1	Chief Financial Officer Communications Officer Campus Administrators District Elementary Library	Partnerships will be formed to enhance district and campus engagement.			
<p><b>Critical Success Factors</b> CSF 2</p> <p>2) Improve college readiness by monitoring data and working with students to reach Meets and Masters on STAAR and MAP.</p>	2.4	Teachers Principals Counselors	Increase the number of students in the Meets and Masters area of STAAR.			
<p>3) Encourage students and staff to participate in weekly "College Shirt Day" to raise awareness of post-secondary options.</p>		Administrators Teachers	Students will have an increased awareness by seeing and wearing college shirts on college day. Teachers and other staff members discuss with students the importance of college.			
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Purchase reading/social studies/science materials to encourage students to read on grade level.</p>	2.4, 2.6	Principals Teachers	Students will read different types of genres to increase interest and vocabulary resulting in more students reaching Meets and Masters on STAAR.			

<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Provide teachers with resources in math that encourage students to visualize math concepts including digital manipulatives and mastery rewards.</p>	<p>2.4, 2.5, 2.6</p>	<p>Teachers Principal GIS</p>	<p>Students will be able to make meaningful connections to math concepts to increase growth in STAAR, MAP and CBAs.</p>			
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 4: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.**

**Performance Objective 1:** The district will maintain compliance in all operational areas, with internal system audits performed as appropriate.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Ensure all students in required courses participate in a coordinated school health program that emphasizes moderate to vigorous physical activity regularly in physical education classes to promote healthy lifestyles.</p>	2.4, 2.5	School Health Advisory Committee (SHAC) Administrators PE Teachers	Students will participate in moderate to vigorous physical activity regularly in physical education classes to promote healthy lifestyles.			
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Monitor and evaluate intervention and enrichment programs/resources being implemented including (GT, RTI, Dyslexia and Gap Intervention Specialists).</p>	2.4, 2.5	Administrators Teachers GIS GT teacher Dyslexia teacher	T. M. Clark will follow Response to Intervention manual that identifies both our processes and available resources to serve students identified as at-risk and continue to assess students for GT and Dyslexia.			
Funding Sources: 199/21 - State Gifted and Talented - 500.00						
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Provide family math/science and reading nights designed to enhance family/student engagement in PK-5.</p>	2.5, 2.6, 3.2	Administrator Teachers	Enhance family and student engagement through family math/science and reading nights.			
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>4) Provide counseling services to address that students' social and emotional needs are being met. Include suicide prevention and conflict resolution.</p>	2.6	Counselors Administrators	Students' social and emotional needs will be met through counseling services including but not limited to suicide prevention and conflict resolution.			
<p><b>Critical Success Factors</b> CSF 3 CSF 4</p> <p>5) Monitor discipline reports each 9 weeks by grade level.</p>		Administrators PEIMS	Discipline reports will be analyzed to reduce discipline infractions.			

6) Provide classroom teachers training regarding de-escalation strategies and techniques. TEC 11.252(3)(F)		Director of Special Education Administrators	Teachers will attend training and be equipped to de-escalate situations when needed.			
<b>Critical Success Factors</b> CSF 6 7) Utilize School Resource Officers (SRO) and other staff to provide prevention activities and assemblies regarding dating violence, bullying and harassment. TEC 11.252(3)(B)(ii) TEC 37.0832		SROs Administrators School Nurse Counselor	Students will be aware and educated in dating violence, bullying and harassment.			
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 6 8) Review and inform staff and students (when appropriate) of district policies related to: -Dating violence -Sexual abuse and other maltreatment of students -Multi-hazard Emergency Operating Plan (MEOP) -Freedom from Bullying -Allergy Plan -Suicide prevention -Child abuse -Sexual Harassment TEC 11.252(3)(B)(ii) TEC 38.0041(c) TEC 11.252(9) TEC 37.001 TEC 37.0831	2.6	Administrators Counselors Campus staff Teachers	Staff and student awareness of district policies related to dating violence, sexual abuse and other maltreatment of students, multi-hazard Emergency Operating Plan (MEOP), freedom from, bullying, allergy plan, suicide prevention, child abuse and sexual harassment.			
<b>Critical Success Factors</b> CSF 6 9) Support a safe learning environment by implementing strategies to decrease disciplinary infractions, tobacco, alcohol and drug offenses, and incidents of violence. TEC 11.252(3)(E) TEC 11.252(3)(B)(iii)		Administrators Counselors SROs	Disciplinary infractions, tobacco, alcohol and drug offenses, and incidents of violence will be decreased.			
10) Allocate a yearly budget dedicated to supporting the expansion of new and relevant digital technology. TEC 11.252(a)(3)(D)		Director of Technology	The district will see an increase in hardware available for instructional purposes.			
11) Maintain and expand technology infrastructure to support digital technology for teaching and learning. TEC 11.252(a)(3)(D)		Director of Technology	Students and staff will experience an increase in internet connectivity to ensure access to web-based applications for educational purposes.			

12) Make available to every student and teacher access to compatible technology devices for teaching and learning. TEC 11.252(a)(3)(D)		Director of Technology	Campuses will see an increase in the number of devices available to students for instructional delivery.			
13) Investigate the pros and cons to leasing technological equipment to maximize Managing Information System performance		Director of Technology	Analysis to include benefits and disadvantages to leasing technological equipment			
14) Strengthen campus safety and security programs by campus safety team attending safety conference.		Assistant Superintendents Director for Safety & Security Campus Administration	The district will continue to monitor needs and add equipment as needed.			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue






**Goal 4:** The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

**Performance Objective 2:** The Superintendent will make recommendations for the purchase and sale of real estate, and annually assess the use of property owned by the district.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Conduct Exterior Facilities Assessments for all district facilities.		Assistant Superintendent of Campus Leadership Director of Maintenance and Operations Principals District Directors	Gather monthly assessments from assigned staff that reviews district facilities for needs and enhancements.			
2) Conduct landscape improvement plans for district facilities.		Assistant Superintendent of Campus Leadership Director of Maintenance and Operations Principals	Gather input from stakeholders, campus and district administration to determine needs to improve landscape layout of facilities.			
<b>Critical Success Factors</b> CSF 6		Administrators Librarian Teachers	Clean up to date materials require less maintenance. Students work better with updated materials.			
3) Update classroom/library furniture to improve safety and utility.						
<b>Critical Success Factors</b> CSF 6		Maintenance Director Administrator	Increase curb appeal for community perception.			
4) Have exterior of the building painted in areas that are worn and faded.						
<b>Critical Success Factors</b> CSF 6		Maintenance Director Administrators	Gym will be updated and more appealing for students and community members.			
5) Paint and make necessary repairs and cleaning to the gym						
6) Develop a plan to update and paint interior of building including hallways and 10 classrooms		Maintenance Director Administrators Head Custodian	Interior of the building will appear clean and well maintained.			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Increase the use of technology (i.e. Laptops, iPads, and Smart TVs in grades Pre-K-5th through purchase of classroom sets.) TEC 11.252(a)(3)(D) TEC 28.001
1	1	3	Gap Intervention Specialists (GIS) will provide small group instruction to at-risk students. Ninety percent of their time will include working with small group instruction. TEC 11.252 TEC 11.253
1	1	7	Provide students with before and/or after school access to computers for purposes of doing homework, schoolwork, and/or research projects.
1	1	8	Utilize tutors to provide additional academic tutorials during the school day as well as beyond normal hours.
2	2	2	Investigate the pros and cons of expanding Pre-Kindergarten to an all-day program.
2	2	3	Increase the use of technology (i.e. Laptops, iPads, and digital manipulatives in grades Pre-K-3 through purchase of class sets and campus sets.
4	1	4	Provide counseling services to address that students' social and emotional needs are being met. Include suicide prevention and conflict resolution.
4	1	8	Review and inform staff and students (when appropriate) of district policies related to: -Dating violence -Sexual abuse and other maltreatment of students -Multi-hazard Emergency Operating Plan (MEOP) -Freedom from Bullying -Allergy Plan -Suicide prevention -Child abuse -Sexual Harassment TEC 11.252(3)(B)(ii) TEC 38.0041(c) TEC 11.252(9) TEC 37.001 TEC 37.0831



# State Compensatory

## Personnel for Clark Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marlene DePau	GIS Math		1.0
Stacy Klaus	GIS ELAR		1.0

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aracely Lara	Instr. Aide		1.0
Debbie Warrick	Instr. Aide		1.0
Terra Lovins	Instr. Aide		1.0

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Brenda Brinkman	Assistant Principal
Classroom Teacher	Hillary Caceres	Classroom teacher
Classroom Teacher	Amie Holder	teacher
Classroom Teacher	Keri Thomas	teacher
Classroom Teacher	Susannah Grumbles	teacher
Classroom Teacher	Magen Schindler	teacher
Classroom Teacher	Danielle Smith	teacher
Non-classroom Professional	Ruben Vela	Coach
Non-classroom Professional	Debra Rooney	Dyslexia
Paraprofessional	Debbie Warrick	para
Parent	Carla Hernandez	parent
Parent	Mary Caldwell	parent
Community Representative	Kristen Connor	Director of Parks and Rec.
Community Representative	Hollie Swierc	Allen Dental
Community Representative	Darryl Swierc	Portland Fireman
Administrator	Melinda Pena	Assistant Principal

# Campus Funding Summary

199/25 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,694.00
<b>+/- Difference</b>					\$4,694.00
199/21 - State Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$500.00
<b>Sub-Total</b>					\$500.00
<b>Budgeted Fund Source Amount</b>					\$3,503.00
<b>+/- Difference</b>					\$3,003.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8		211-6118-00-102-9-30	\$20,000.00
1	1	10			\$609.42
<b>Sub-Total</b>					\$20,609.42
<b>Budgeted Fund Source Amount</b>					\$115,985.00
<b>+/- Difference</b>					\$95,375.58
<b>Grand Total</b>					\$21,109.42