



**Campus Improvement Plan
School Year: 2015-2016**

CES - CLARK ELEMENTARY

Principal: Gabriela N. Perez

Assistant Principal: Tessie Rodriguez



Campus Improvement Plan

School Year: 2015-2016

CES - CLARK ELEMENTARY

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Campus Improvement Plan School Year: 2015-2016

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Committee Signatures

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Campus Improvement Plan School Year: 2015-2016			
CES - CLARK ELEMENTARY Committee Signatures Principal: Gabriela N. Perez			
Elected SBDM Members			
1. Robert A. De La Cruz		<u>R. de la Cruz</u>	
2. Sam Bush		<u>Sam Bush</u>	
3. Eleonor Coronado		<u>E. Coronado</u>	
4. Patricia Izaguirre		<u>P. Izaguirre</u>	
Elected Campus Non-Teaching Professional			
1. Roxanna Rios		<u>Roxanna Rios</u>	
Elected District Professional:			
1. Cynthia Giddens		<u>not available</u>	
Community Members			
1. Petra Luera		<u>not available</u>	
2. Jose G. Izaguirre		<u>not available</u>	
Business Members			
1. Ricardo Rodriguez		<u>not available</u>	
2. Juan Saenz		<u>not available</u>	
Parents			
1. Anabel Ibarra		<u>not available</u>	
2. Ernie Beltran		<u>Ernie Beltran</u>	



NCLB Comprehensive Needs Assessment 2015-2016

Summary of Priority Needs

CES - CLARK ELEMENTARY

Chair Persons of CNA campus committees prioritize needs and recommend to SBDM Committee initiatives/strategies/activities that will meet campus needs. SBDM Committee will approve initiatives/strategies/activities that will be placed in Campus Improvement Plan

Demographics

Needs :

- * Differentiate instruction to facilitate understanding for students with diverse cognitive and linguistic needs.
- * Educate parents through monthly parenting sessions that aim at improving home environment.
- * Improve Student Attendance.

Strategies :

- * Structure information/concepts being taught into visual representations and graphic organizers to facilitate understanding for students with diverse cognitive and linguistic needs.
- * Continue the practice of monthly parenting sessions targeting the needs of Economically Disadvantaged students and Special Education students (i.e. resources offered by the community that can improve the home environment).
- * Implement a system that motivates and recognizes students and parents of students for perfect attendance (Recognize parents and students during PTC meetings).



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School Culture and Climate

Needs :

- * Continue to improve student attendance.
- * Continue to improve Faculty and Staff attendance through the implementation of a system to recognize faculty and staff with perfect attendance.
- * Continue encouraging positive student behavior throughout the campus (Bullying and consistent implementation of PBIS).
- * Promote a healthy work environment.

Strategies :

- * Establish an incentive system that recognizes/encourages student attendance on a daily, six weeks, and yearly basis ("Lunch Bunch"). Attendance Bulletin Board updated every six weeks.
- * Establish a recognition system that celebrates/encourages Faculty and Staff attendance on a six weeks and yearly basis (Breakfast for Faculty/Staff with perfect attendance on a six weeks basis)
- * Continue PBIS Program with consistent implementation and enabling individualized recognition of behavior (charms for behavior not for trivia knowledge, etc.).
- * Conduct social gatherings (before/after school) for Faculty and Staff every 3 months (i.e. pot luck lunches, breakfast, social committee)



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Student Achievement

Needs :

- * Continue to increase Parent Involvement.
- * Continue to allot time for Vertical Planning
- * Recognize students for Academic Achievement, Attendance, Behavior, etc.

Strategies :

- * Encourage parental involvement through a variety of activities focused on instruction (i.e. reading picnic, grade level showcase, Science Fair, Reading Fair, 100 Days of School-Kindergarten)
- * Incorporate at least three sessions for professional collaboration focused on vertical alignment (BOY, MOY, EOY).
- * Establish and continue to implement and incentive program that recognizes and promotes student attendance, discipline, academic success (i.e. "Rocky Store"; "Lunch Bunch"; "PAWS Celebrations", drawings for perfect attendance).



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Curriculum Instruction and Assessment (Reading) (Including Special Education and English Language Learners)

Needs :

- * Public display promoting new library books.
- * Public display (in school) recognizing for AR/Reader of the Month.
- * Establish AR as an student-centered reading program with individualized goals (focus on AR points, goals, and percentage).

Strategies :

- * Bulletin Board promoting new library books.
- * Bulletin Board recognizing AR/Reader of the Month.
- * Establish incentive program for top AR Class with reward for class.
- * Develop Reading Goals for AR based on individualized students' educational needs.



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Curriculum Instruction and Assessment (Math) (Including Special Education and English Language Learners)

Needs :

- * Continue implementation of Vocabulary Word Wall (Math Key words) across grade levels.
- * Incorporate math facts/vocabulary songs.
- * Spiral math skills and vocabulary across grade levels.

Strategies :

- * Implement Math Word/Vocabulary walls that incorporate key terminology across all grade levels in classrooms, cafeteria, and gymnasium.
- * Incorporate math/vocabulary songs in classrooms and throughout school consistently.
- * Spiral math skills and key terminology on weekly assessments across the grade levels.



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Curriculum Instruction and Assessment (Writing) (Including Special Education and English Language Learners)

Needs :

- * Daily creative writing practice through implementation of journals.
- * Promote writing through content bulletin boards (changed on a monthly basis in accordance to UISD initiative).
- * Increase exposure to vocabulary through interactive word walls in all classrooms. Mighty words across all grade levels. Special Education-words modified according to individual needs.
- * Encourage student participation in Spelling Bee and organize Campus Spelling Bee to reflect district wide and city wide competitions.

Strategies :

- * Incorporate daily creative writing journals across grade levels.
- * Continue the implementation of Standards Based (writing through content) bulletin boards (to be changed on a monthly basis).
- * Implement interactive word walls (posting new words on a weekly basis) in all classrooms, cafeteria, and gymnasium.
- * Organize Campus Spelling Bee in a fashion that mirrors the district and city competition.
- * Public recognition (in school) of Spelling Bee Campus Winners (i.e. Recognition Wall, pictures on campus web page, name on marquee) in accordance with FERPA.



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Curriculum Instruction and Assessment (Science) (Including Special Education and English Language Learners)

Needs :

- * Continue to incorporate S.O.S (Super Outrageous Science)
- * Incorporate a Science Club
- * Increase exposure to math and science vocabulary and facts during lunch and P.E.
- * Encourage participation in the Science Fair.

Strategies :

- * Incorporate three S.O.S. (Super Outrageous Science) Days during the school year for all grade levels (one event involving parents, students, community).
- * Incorporate a Science Club ("Super Scientist" Club) for 3rd-5th grades.
- * Ongoing practice of math and science vocabulary and facts during lunch and P.E. (alternating days for math and science).
- * Provide parents informational material for science fair (such as possible topics, timeline, samples, etc.) to encourage participation.



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Curriculum Instruction and Assessment (ELLs at Beginning & Intermediate Language Levels)

Needs :

- * Continue to increase vocabulary skills.
- * Continue to increase the number of students ready to transition into English by second grade.
- * Continue to enhance writing fluency and comprehension of the English language.

Strategies :

- * Increase vocabulary skills by reinforcing dictionary skills.
- * Incorporate daily free writing journals enhancing writing comprehension and word choice across all grade levels.



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Curriculum Instruction and Assessment (Transition)

Needs :

- * Continue to ease transition of Pre-Kinder students into the public school system (setting/atmosphere).
- * Continue to ease transition of 5th grade students into the middle school system (setting/atmosphere).

Strategies :

- * Invite Head Start students and new PK/K students to take a tour (orientation) of our campus guided by a PK/K teacher.
- * Arrange a 5th grade tour of the middle school where students are introduced to the different clubs/organizations as well as instructional requirements (including SSI).
- * Continue implementation of departmentalization in 5th grade and team teaching in all other grade levels.



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Curriculum Instruction and Assessment (FITNESSGRAM)

Needs :

- * Continue to Promote an active and healthy life by increasing student health knowledge.
- * Continue to establish a baseline and post assess students' progress.

Strategies :

- * Continue to Incorporate daily exercises that promote a healthy and active life.
- * Continue to incorporate health lessons that promote a healthy and active life (minimum of two per six weeks).
- * Utilize the bulletin board in the gym to provide information that increases student health knowledge (based on TEKS, to be changed on a monthly basis).



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School Context and Organization

Needs :

- * Continue to improve the RtI process.
- * Enforce weekly team planning meetings across the grade levels.
- * Continue implementation of "Paw Power" (daily small group instruction).
- * Promote reading novels (chapter books) thru library time.
- * Increase exposure to vocabulary (Reading, Math, Science).
- * Establish a Classroom Organization Committee to design a common Floor Map/Layout with set criteria for classroom expectations and to recognize classroom of the month.

Strategies :

- * Provide follow up training on RtI process and eSped with ongoing support and guidance on individual cases.
- * Weekly RtI meetings ensuring all teachers are keeping up with the process.
- * Monitor Team Planning Meeting sign in sheets on a weekly basis.
- * Enforce reading novels (chapter books) thru library time supporting reading strategies.
- * Increase exposure to vocabulary thru vocabulary activities thru the gym, music, and library for Reading, Math, and Science.
- * Establish a classroom organization committee to determine common classroom layout/expectations and to recognize the "Classroom of the Month"



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Staff Quality, Recruitment and Retention

Needs :

- * Continue to allot time for vertical alignment.
- * Continue to improve Teacher Morale.
- * Continue to provide professional development in identified areas of need.

Strategies :

- * Incorporate at least three sessions for professional collaboration focused on vertical alignment/planning (Sept.-Oct.; Jan.-Feb.; April-May).
- * Establish monthly activities to promote a positive, healthy work environment and teamwork (Continue "Pinterest" bulletin board, Social "Mixers").
- * Continue to promote teacher morale through incentives for teachers (charms and tickets) with a clearly defined and consistent implementation.
- * Continue to utilize district resources to provide training on RtI, new text adoptions, Concept-Based Instruction, Reading First Components and effective teaching strategies as well as other areas of need.
- * Provide follow up on Sean Cain-Fundamental Five



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Family and Community Involvement

Needs :

- * Continue to increase community involvement.
- * Continue to increase parental involvement in school wide activities.
- * Increase parent attendance on the districtwide "Parent Festival".
- * Contribute to parents' education on positive parenting skills and community resources.

Strategies :

- * Continue to incorporate and promote parent/student activities throughout the school year (i.e. child/parent dance, picnic, Math make and take, Science Fair Showcase, etc.).
- * Encourage attendance to the "Parent Festival" through incentives (i.e. homework pass, charms, pizza parties, drawings)
- * Continue to promote positive and effective parenting skills through monthly "Parenting Sessions".
- * Continue to provide an informational booth at the front of the school on a six weeks basis providing parents with information on community resources.



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Technology

Needs :

- * Enforce exposure to 21st Century Skills through the implementation of technology, instructional computer based programs, and software. (i.e. Megatimer, electronic translators, SMART boards, iPads) to facilitate active student interaction.
- * Increase student awareness and knowledge on computer programs for research purposes.

Strategies :

- * Monitor use of computer programs provided by the district to enforce effective implementation of curriculum exposing students to 21st Century Skills.
- * Expose students to computer programs (i.e. Microsoft Word, PowerPoint) through the library on a six weeks basis.
- * Closely monitor the implementation of mobile devices obtained for 1st-4th grade teachers thru the district initiative (lesson plans, ongoing walkthroughs, academic performance).



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>A. Reading Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Instruction; Student Support; System Safeguards	Differentiation to Meet Needs	Learning Time	Reading	Continue implementation of a scientifically research based literacy program with flexible groupings for reading for ELL students for vocabulary enrichment. (My Virtual Reading Coach-MindPlay) and expand number of licenses through the FOCUS Grant.	08/24/2015	06/03/2016	STAR levels (BOY and EOY); Walk thrus

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
1	Bil = Bilingual; ESL = English as a Second Language	Teachers; Reading Intervention Teacher	Human resources (Teachers) Budget (\$_____ TEA FOCUS Grant)	BOY STAR Level; Pre/Mid TPRI/Tejas Lee Scores	EOY STAR Level; Post TPRI/Tejas Lee Scores	



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Goal	1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>A. Reading Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State AssessState Assessment	Instruction; System Safeguards	Instructional Processes / Pedagogy	Academic Performance	Reading; Writing	Purchase additional novels and children's literature to build vocabulary and comprehension (include Spanish version of novels being used). Enforce reading of novels (chapter books) thru library time, supporting reading strategies and vocabulary attainment through Thinking Maps.	08/24/2015	06/03/2016	Benchmark results

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
2	ALL = All Students; AR = At Risk; SE = Special Education; Hispanic; ED = Economically Disadvantage; ELL	Campus Administrators, Librarian, Teachers	\$_____)	Benchmark results	STAAR Results	



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Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective A. Reading Annual Performance Objective: 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

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3	State Assessment	Student Support; System Safeguards	Response to Interventions (RTI)	Academic Performance	Reading	Measure periodic reading achievement in order to identify students' areas of difficulty (running records every 3 weeks, AR reports every week).	08/24/2015	06/03/2016	Progress Monitoring of Reading Levels; AR weekly reports

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
3	Bil = Bilingual; ESL = English as a Second Language; AR = At Risk; ED = Economically Disadvantage	Principal, Assistant Principal, Reading Interventionist, Teachers	Human resources (Campus Administrators and Teachers)	Six weeks grades; BOY TPRI/Tejas Lee scores; PRE STAR Level; Running Records; District benchmarks; Six Weeks Assessments		Final averages; EOY TPRI/Tejas Lee; Post STAR Level; STAAR scores	



IRIS Campus Improvement Plan 2015-2016

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Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>A. Reading Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	State Assessment	Instruction Curriculum and Assessment; Student Support	Rigor, Relevance	Academic Performance	Reading	Utilize bulletin board assigned to library to promote new books and to recognize AR/Reader of the Month. Establish incentive/recognition program for top AR Class with reward for class.	09/21/2015	05/06/2016	Bulletin Board Displays; AR monthly reports

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
4	ALL = All Students	Librarian	Human Resources (Librarian)	Walkthroughs; Informal Observations; Six weeks averages; district benchmarks	Summative Evaluation; Formal Observations; End of year averages; State Assessments	



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Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>A. Reading Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

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5	State Assessment	Data Systems; System Safeguards	Monitoring Process	Academic Performance	Reading	Develop Reading goals for Accelerated Reader in order to provide an individualized, student-centered program (based on ZPD). Closely monitor progress of individual students.	09/21/2015	05/06/2016	Pre and Post assessments and Class reports every three weeks

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
5	Bil = Bilingual; ED = Economically Disadvantage	Librarian; Classroom Teachers	Human Resources (Librarian; Classroom Teachers); Budget (AR through Discretionary Funds)	Pre-Level; six weeks class reports	Post Level	



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6	State Assessment	Instruction; Student Support	Monitoring Student Progress	Academic Performance	Reading; ELL	Ensure that Title III Language Acquisition assistant works collaboratively with the Reading Intervention Teachers to service LEP students. Provide Tutorials for LEP students in need.	08/24/2015	06/03/2016	Schedules; OLPT mastery; TELPAS Composite Scores

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
6	Bil = Bilingual; ESL = English as a Second Language	Bilingual Director; Bilingual Coordinators; Principal; Reading Intervention Teacher; Title III Language Acquisition Aide	Human Resources (Reading Intervention Teacher; Title III Language Acquisition Aide Budget (\$34,905.00 Title III), Extra Duty Pay Tutorials for LEP (2,392.00 Title III)	BOY OLPT Level; Six weeks averages on ESL	OLPT Mastery; Final Averages on ESL; TELPAS Scores	



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Annual Performance Objective A. Reading Annual Performance Objective: 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

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7	State Assessment	Instruction; Student Support	Resource Allocation	Academic Performance	Reading	Continue to build a library to promote literacy attainment. Provide library with supplies and materials needed to supplement lessons.	08/24/2015	06/03/2016	Six Weeks averages; District Benchmarks; STAR levels

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
7	ALL = All Students	Librarian; Principal	Budget(\$200.00 LC-Regular)	AR Reports; CBAs; District Benchmarks Continue to build a library to promote literacy attainment. Provide library with supplies and materials needed to supplement lessons.		End of Year AR STAR Levels; STAAR results



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8	State Assessment	Instruction; Student Support	Resource Allocation	Academic Performance	Reading; Writing; Math; Science	Utilize instructional resources, programs, and materials to supplement state adopted materials STAAR Workbooks: Forde-Ferrier; Kamico) for daily instruction and/or interventions.	08/24/2015	06/03/2016	Purchase orders; Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
8	ALL = All Students	Campus Administrators, Teachers	(\$1,839.00 Title I \$9,723.00 LC-Regular)	Purchase Orders; Walkthroughs; Six Weeks Assessments; District Benchmarks; CBAs	Orders Received (inventory); Final Averages; End of Year Assessment; State Assessment	



IRIS Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal 1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective A. Reading Annual Performance Objective: 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
9	State Assessment	Student Support	Extended Learning Opportunities	Academic Performance	Reading	Continue to provide small group intervention through the Reading Intervention Teacher; Intervention Teacher to co-teach with teacher in most need.	08/24/2015	06/03/2016	Lesson Plans; Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT
9	ALL = All Students	Campus Administrators; Reading Intervention Teacher	Human Resources (Reading Intervention Teacher) (\$75,799.00 Title I, FTE)	Walkthroughs; Six Weeks Averages; District Benchmarks; CBAs	Formal Observation (PDAS); Final Averages; State Assessments; End of Year Assessments



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Campus Improvement Plan 2015-2016

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Goal	1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>A. Reading Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
10	State Assessment	Student Support	Monitoring Student Attendance	Academic Performance; Learning Time	Reading; Writing; Math; Science; Soc. St.	Provide recognition for academic performance, attendance, Reading Achievement on AR, and Top AR Class (End of Year Award Ceremony).	08/24/2015	06/03/2016	Distribution of awards

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
10	ALL = All Students	Campus Administrators; Teachers; Registrar	Human Resources (Teachers; Campus Administrators; Registrar) Budget (\$1,000.00 LC-Regular)	Six Weeks Reports; CBAs; District Benchmarks	End of Year reports; End of Year Assessments; State Assessments	



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Goal 1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective A. Reading Annual Performance Objective: 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
11	State Assessment	Instruction	Active Learning; Differentiation to Meet Needs	Academic Performance	Reading; Writing; Math; Science; Soc. St.	Provide for student traveling (bus transportation) for instructional field trips.	08/24/2015	06/03/2016	Field trips planned; lesson plans

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
11	ALL = All Students	Campus Administrators; Teachers	Budget (\$1,000.00 LC-Regular)	Lesson Plans; plans for field trips	Actual Trip and culminating instructional activity reflecting knowledge gained during trip	



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Goal	1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>A. Reading Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
12	State Assessment	Instruction	Instructional Processes / Pedagogy	Academic Performance; Teacher Quality	Reading; Writing; Math; Science; Soc. St.	Provide professional development on Concept Based Instruction, new text adoptions, Reading 1st Components, Follow up on Rtl and eSped, Follow up on Sean Cain-Fundamental Five, effective teaching strategies for students in at risk situations (i.e. ELL, SP.Ed., ED).	08/24/2015	06/03/2016	Registration to training; NCS forms; Lesson Plans; Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
12	ALL = All Students; ED = Economically Disadvantage, SE = Special Education, Bil = Bilingual, AR = At Risk	Campus Administrators; Instructional Curriculum Coordinators, Reading Intervention Teacher	Budget (\$1,000.00 LC-Regular for travel for teachers)	Walkthroughs; Lesson Plans; Turn around training; Six Weeks Assessments; District Benchmark	Final Averages; State Assessment	



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Campus Improvement Plan 2015-2016

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Goal	1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>A. Reading Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
13	State Assessment	Student Support, Instruction, Discipline	Data Driven / Timely / Targeted Support	Academic Performance, Teacher Quality	Reading; Writing; Math; Science; Soc. St.; ELL	Enforce and monitor Weekly Team Planning Meetings to discuss lesson plans, initiatives, plan of action, student achievement, etc.	08/24/2015	06/03/2016	Agendas; Sign-in sheets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
13	ALL = All Students	Campus Administrators, Team Leaders	Human Resources (Campus Administrators; Teachers)	Agendas; Sign-in Sheets; Progress Monitoring Documentation	State Assessments	



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Goal	1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>A. Reading Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
14	State Assessment	Student Support; Instruction	Differentiation to Meet Needs	Academic Performance	Reading; Writing; Math; Science; Soc. St.	Provide teachers with the support of Instructional Teacher Aides and a Computer Lab Aide (4 FTEs).	08/24/2015	06/03/2016	Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
14	ALL = All Students	Campus Administrators	Budget (\$131,035.79 SCE (4 FTEs)	Walkthroughs; Six Weeks Averages; District Benchmarks	PDAS; Final Averages; State Assessments	



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Campus Improvement Plan 2015-2016

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Goal 1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective A. Reading Annual Performance Objective: 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
15	State Assessment	Instruction, Curriculum Assessment	Rigor, Relevance	Academic Performance	Reading	Additional Reading Intervention Teachers at all focus campuses and identified campuses in order to ensure reading standards are met.	08/24/2015	06/03/2016	MVRC reports, Reading levels, State Assessment Scores

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
15	ALL = All Students; Bil = Bilingual	Executive Director, Elementary; Principal; Reading Intervention Teachers	Human Resources	MVRC Reports, Reading Levels, Six Weeks averages, District Benchmarks	End of Year averages, End of Year Assessment, State Assessments	



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Campus Improvement Plan 2015-2016

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Goal	1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>A. Reading Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
16	State Assessment	Instruction, Curriculum Assessment, Student Support	Rigor, Relevance	Academic Performance	Reading; Math; Writing; Science; Social Studies; Migrant	Additional services provided thru the Migrant Program (Supplemental Instruction by a teacher for PK/K and First Grade Students; Supplemental Reading/Math instruction by a teacher; Coordination of services for Early Childhood services; Summer Enrichment thru the Project SMART Program. Family Leadership Institute (FLI); Uniform Vouchers; Transportation (Supplemental Support Services); Referral to Community Agencies.	08/24/2015	06/03/2016	Teachers' sign in sheets; attendance records

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
16	Mig = Migrant	Counselor; Teachers; Migrant Program Office; Principal	Human Resources (Counselor; Teachers; Migrant Program Office; Principal) Budget (Migrant Program at District Level)	Six weeks assessments; Six weeks averages; District Benchmarks	EOY Averages; EOY Assessments; State Assessments		



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Data Analyzed To Determine Need TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective A. Reading Annual Performance Objective: 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
17	State Assessment	Instruction; Student Support; Discipline	Active Learning	Academic Performance; Learning Time	Reading; Math; Writing; Science; Social Studies	One Class Size Reduction Teacher (2nd Grade).	08/17/2015	06/03/2016	Teachers selected; Lesson plans; walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
17	ALL = All Students	Human Resources; Principal	Budget (\$63,595.00 Title II-Part A TPTR; 1 FTE's)	Ongoing lesson plans; ongoing walkthroughs	PDAS		



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Goal 1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.

Data Analyzed To Determine Need TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.

Annual Performance Objective A. Reading Annual Performance Objective:
 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment.
 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
18	State Assessment	Instruction, Curriculum Assessment	Rigor Relevance, Targeted Professional Development	Academic Performance, Learning Time	Reading; Writing; Math; Science; Social Studies	Upgrade Kinder curriculum and training for staff	08/17/2015	05/31/2016	STAAR Results, Scope and Sequence, ERO Sign-in sheets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
18	ALL = All Students	Elementary Executive Director, Elementary Director, Coordinators, Principals, Teachers, Professional Development	Human Resources	Ongoing lesson plans; ongoing walkthroughs	Formal observations/PDAS, results in state assessments	No Progress



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Campus Improvement Plan 2015-2016

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Goal 1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective A. Reading Annual Performance Objective: 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
19	State Assessment	Instruction, Curriculum Assessment	Rigor, Relevance	Academic Performance, Learning Time	Reading; Writing; Math; Science; Social Studies	Provide continued support and trainings for CBCI units in 1st grade. Science-Develop and implement CBCI Science units for 2nd-5th grades.	08/24/2015	05/31/2016	STAAR Results, Scope and Sequence

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT	
				FORMATIVE	SUMMATIVE	
19	ALL = All Students	Elementary Executive Director, Elementary Director, Coordinators, Principals	Human Resources	Ongoing lesson plans; ongoing walkthroughs; Six weeks averages; district benchmarks	Formal observations/PDAS, results in state assessments	No Progress



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Campus Improvement Plan 2015-2016

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Goal	1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>A. Reading Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
20	State Assessment	Instruction, Curriculum Assessment	Rigor, Relevance, Monitoring, Student Progress	Academic Performance, Learning Time	Reading; Writing; Math; Science; Social Studies	Follow recommendations/schedule for best implementation of computer programs	08/24/2015	05/31/2016	Scope and Sequence; Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
20	ALL = All Students	Elementary Executive Director, Elementary Director, Principals, Teachers	Human Resources	Monthly reports	End of Year reports	No Progress



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Campus Improvement Plan 2015-2016

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Goal 1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective A. Reading Annual Performance Objective: 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
21	State Assessment	Instruction, Curriculum Assessment	Rigor, Relevance, Monitoring, Student Progress	Academic Performance, Learning Time	Reading; Writing; Math; Science; Social Studies	Implement daily time allotment and explicit breakdown of the use of minutes during each content area block	08/24/2015	05/31/2016	Scope and Sequence; Lesson Plans Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT	
				FORMATIVE	SUMMATIVE	
21	ALL = All Students	Elementary Executive Director, Elementary Director, Principals, Teachers	Human Resources	Ongoing lesson plans; ongoing walkthroughs; Six weeks averages; district benchmarks	Formal observations/PDAS, results in state assessments	No Progress



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Campus Improvement Plan 2015-2016

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Goal 1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective A. Reading Annual Performance Objective: 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
22	State Assessment	Instruction, Curriculum Assessment	Rigor, Relevance	Academic Performance, Learning Time	Reading; Writing; Math; Science; Social Studies	Standardize resources and require all the same at the campus level	08/24/2015	05/31/2016	Scope and Sequence; Lesson Plans

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
22	ALL = All Students	Elementary Executive Director, Elementary Director	Human Resources	Ongoing lesson plans; ongoing walkthroughs; Six weeks averages; District benchmarks	End of Year averages; State Assessments		No Progress



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Goal 1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective A. Reading Annual Performance Objective: 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
23	State Assessment	Instruction, Curriculum Assessment	Rigor Relevance	Academic Performance, Learning Time	Reading; Writing; Math; Science; Social Studies	Adjust testing timelines to correlate more to changes in the State Assessments	08/24/2015	05/31/2016	STAAR Results

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
23	ALL = All Students	Elementary Executive Director, Elementary Director	Human Resources	Ongoing lesson plans; ongoing walkthroughs; Six Weeks Averages, District Benchmarks	Formal PDAS observations; End of Year averages; State Assessments	No Progress



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Campus Improvement Plan 2015-2016

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Goal	1 - 01 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>A. Reading Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of Special Education students meeting state standards from 72% to 82% on the Reading STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Reading STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
24	State Assessment	Instruction, Curriculum Assessment	Use of Technology; Technology Integration in the classroom	Academic Performance	Reading	Implement changes to elementary dyslexia program to optimize the use of instructional tools and time by including the use of computer stations to individualize the delivery of Scottish Rite.	08/24/2015	06/02/2016	Use of computer stations, Schedules and Lesson Plans

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
24	ALL = All Students, 504 = Section 504	Instructional Accountability Executive Director, Section 504 Coordinator, Section 504 Campus Coordinator, Dyslexia Teachers	Human Resources	Ongoing lesson plans; ongoing walkthroughs; Six Weeks Averages, District Benchmarks	Formal PDAS observations; End of Year averages; State Assessments	No Progress



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Campus Improvement Plan 2015-2016

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Goal	1 - 02 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>B. Math Annual Performance Objective:</p> <ol style="list-style-type: none"> To increase the percentage of Special Education students meeting state standards from 74% to 84% on the Math STAAR assessment. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Math STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Instruction, System Safeguards	Active Learning	Academic Performance	Math; Science; Reading	Incorporate Math/Science Vocabulary Songs in daily instruction in classrooms and throughout the school to provide ongoing practice of facts, key terminology, and skills (P.E., lunch, music to incorporate flashcard rallies, songs, vocabulary activities, instructional videos on alternating days for math and science).	08/24/2015	06/02/2016	Lesson Plans; walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	Bil = Bilingual; ED = Economically Disadvantage; SE = Special Education; AR = At Risk; SE = Special Education	Campus Administrators; Teachers	Human Resources (Campus Administrators, Teachers)	Ongoing informal testing on students factual knowledge of math (i.e. flashcard rally during lunch time); Six weeks averages, District Benchmarks	State Assessments, End of Year averages	



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Campus Improvement Plan 2015-2016

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Goal	1 - 02 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	B. Math Annual Performance Objective: 1. To increase the percentage of Special Education students meeting state standards from 74% to 84% on the Math STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Math STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Instruction; System Safeguards	Active Learning	Academic Performance	Math; Science; Reading; Writing; Social Studies, College Readiness	Progress monitor through weekly Spiral Assessments (Spiral math skills and key terminology; Spiral vocabulary, concepts, and skills across contents and across grade levels providing concrete data on individual students enabling teachers to target specific skills for substantial growth).	08/24/2015	06/02/2016	Weekly assessments; Lesson Plans; Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
2	Bil = Bilingual; ED = Economically Disadvantage; SE = Special Education; AR = At Risk; SE = Special Education; ALL = All Students; ELL	Campus Administrators; Teachers	Human Resources (Campus Administrators, Teachers)	Weekly assessments, Six weeks averages, District benchmarks	End of year averages, State Assessments	No Progress



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Campus Improvement Plan 2015-2016

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Goal	1 - 02 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>B. Math Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of Special Education students meeting state standards from 74% to 84% on the Math STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 71% to 81% on the Math STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment	Instruction, Curriculum Assessment	Rigor, Relevance	Academic Performance, Learning Time	Math	Continue to provide trainings and support for the new math TEKS	08/17/2015	05/31/2017	STAAR results, Scope and Sequence

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
3	ALL = All Students	Elementary Executive Director, Elementary Director, Coordinators	Human Resources (Coordinators)	Ongoing walkthroughs, Six weeks averages, district benchmarks	Formal observations, End of Year averages, State Assessments	No Progress



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Campus Improvement Plan 2015-2016

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Goal	1 - 03 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>C. Writing Annual Performance Objective:</p> <p>1. To increase the percentage of students meeting state standards including Special Education from 33%, ELL from 52%, Hispanic from 53%, and Economically Disadvantaged from 53% meeting state standards to 70% on the Writing STAAR assessment.</p>

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Curriculum Assessment; Instruction; System Safeguards	Active Learning	Academic Performance; Learning Time	Writing; Math; Reading; Science; ELL	Implement interactive word walls incorporating key terminology across grade levels for writing, reading, math, and science in all classrooms, cafeteria, and gym (posting new words on a weekly basis). (Mighty words modified for students receiving special education services on a as-needed basis).	08/24/2015	06/01/2016	Walkthroughs, weekly lesson plans, public word walls

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	ALL = All Students; AR = At Risk; Bil = Bilingual; ED = Economically Disadvantage; SE = Special Education; ELL; Hispanic	All teachers, Campus Administrators	Human Resources (Teachers, Campus Administrators)	Weekly Assessments; Writing Compositions; Six Weeks Assessments; Six Weeks Averages	State Assessments; End of Year Assessments; End of Year Averages	



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Campus Improvement Plan 2015-2016

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Goal	1 - 03 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>C. Writing Annual Performance Objective:</p> <p>1. To increase the percentage of students meeting state standards including Special Education from 33%, ELL from 52%, Hispanic from 53%, and Economically Disadvantaged from 53% meeting state standards to 70% on the Writing STAAR assessment.</p>

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Curriculum Assessment; Instruction	Active Learning	Academic Performance; Learning Time; School Climate	Writing	Organize the Campus Spelling Bee to mimic the actual Spelling Bee competition in order to better prepare contestants; Public recognition of Campus Winners (i.e. Bulletin Board, marquee, web page-in accordance with FERPA).	08/24/2015	06/01/2016	Campus contestants and winners

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
2	ALL = All Students	Campus Administrators; Spelling Bee sponsor	Human Resources (Campus Administrators; Spelling Bee sponsor)	Grade Level Competitions	Campus Competition	



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Campus Improvement Plan 2015-2016

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Goal 1 - 03 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective C. Writing Annual Performance Objective: 1. To increase the percentage of students meeting state standards including Special Education from 33%, ELL from 52%, Hispanic from 53%, and Economically Disadvantaged from 53% meeting state standards to 70% on the Writing STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment	Curriculum Assessment; Instruction	Active Learning	Academic Performance; Learning Time	Writing	Expose students to computer programs (i.e. Microsoft Word; PowerPoint; Excel, etc.) through the library on a six weeks basis for research purposes.	08/24/2015	06/01/2016	Library lesson plans; Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT
				FORMATIVE SUMMATIVE	
3	ALL = All Students	Librarian	Human Resources (Librarian)	Ongoing informal and formal observations	Projects completed by students



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Campus Improvement Plan 2015-2016

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Goal 1 - 03 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.

Data Analyzed To Determine Need TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.

Annual Performance Objective C. Writing Annual Performance Objective:
 1. To increase the percentage of students meeting state standards including Special Education from 33%, ELL from 52%, Hispanic from 53%, and Economically Disadvantaged from 53% meeting state standards to 70% on the Writing STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	State Assessment	Instruction; Curriculum Assessment; System Safeguards	Active Learning	Academic Performance; Learning Time	Writing; ELL	Incorporate daily creative writing journals across grade levels enhancing writing fluency, comprehension, and word choice. Incorporate weekly "Super Writer" recognition (Principal selects two "Super Writers" from each grade level on a weekly basis)	08/24/2015	06/01/2016	Lesson Plans; Daily journals; "Super Writer" display

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
4	ALL = All Students; Bil = Bilingual; SE = Special Education; AR = At Risk; ED = Economically Disadvantage; ELL; Hispanic	Principal; Teachers	Human Resources (Principal, Teachers)	Lesson Plans, Daily creative writing journals, Walkthroughs, Six weeks averages	End of year averages, Writing STAAR	No Progress



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Campus Improvement Plan 2015-2016

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Goal	1 - 04 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	D. Science Annual Performance Objective: 1. To increase the percentage of Special Education students meeting state standards from 68% to 78% on the Science STAAR assessment. 2. To increase the percentage of ELL students meeting state standards from 69% to 79% on the Science STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Instruction; System Safeguards	Active Learning Student Centered / Empowered	Academic Performance	Science	Incorporate four S.O.S. (Super Outrageous Science) during school year for all grade levels (One event to involve parents, students, and community). October, December, February and March	08/24/2015	05/06/2016	Lesson Plans; Walkthroughs; Family event

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	All sts.; ED = Economically Disadvantage; SE = Special Education; ELL; Hispanic; AR = At Risk	Classroom Teachers; Special Ed. Teachers; Science Instructional Coordinators	Human Resources (Classroom Teachers; Special Ed. Teachers; Science Instructional Coordinators)	CBA's; Six Weeks averages; District Benchmarks	Final Averages; State Assessments	



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Campus Improvement Plan 2015-2016

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Goal 1 - 04 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.

Data Analyzed To Determine Need TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators

Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.

Annual Performance Objective D. Science Annual Performance Objective:
 1. To increase the percentage of Special Education students meeting state standards from 68% to 78% on the Science STAAR assessment.
 2. To increase the percentage of ELL students meeting state standards from 69% to 79% on the Science STAAR assessment.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Instruction, Curriculum Assessment System Safeguards	Rigor, Relevance	Academic Performance	Science	Incorporate a "Serious About Science" (SAS) for kinder students.	08/24/2015	05/31/2016	STAAR Results, Calendar of activities for club meetings

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
2	All sts.; ED = Economically Disadvantage; SE = Special Education; ELL; Hispanic; AR = At Risk	Campus Administrators, Teachers	Human Resources (Campus Administrators, Teachers)	Six weeks averages; District Benchmarks	End of year averages; End of Year Assessments; State Assessments	No Progress



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Campus Improvement Plan 2015-2016

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Goal	1 - 05 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>E. English Acquisition for ELL Students Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of ELL students progressing one proficiency level from 55.5% to 70%. 2. To increase the percentage of ELL students with 1-4 years in U.S. schools attaining Advanced High from 21.8% to 30%. 3. ELL with 5+ years in U.S. schools attaining Advanced High from 27.3% to 36%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Instruction	Active Learning	Academic Performance	ELL; Reading; Writing; Math; Science; Social Studies	Purchase and Enforce the exposure to 21st Century Learning through the implementation of technology (i.e. instructional computer software, Megatimer, electronic translators, SmartBoard, iPads, and software) to ensure active student interaction; Closely monitor the implementation of mobile devices obtained for 1st-4th grades thru the district initiative (Mobile Device Phase II) as well as the instructional technology programs provided by the district (Achieve 3000 Phase II, LEXIA, UnitedStreaming)	08/24/2015	06/01/2016	Lesson Plans; Ongoing Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	Bil = Bilingual; ESL = English as a Second Language; ALL = All Students; ED = Economically Disadvantage	Classroom Teachers; Special Ed. Teachers	Human Resources (Classroom Teachers; Special Ed. Teachers) Budget (from \$ _____ Title III)	Informal observations; Six weeks averages; District Benchmarks	Final Averages; State Assessments	



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Campus Improvement Plan 2015-2016

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Goal	1 - 05 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>E. English Acquisition for ELL Students Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of ELL students progressing one proficiency level from 55.5% to 70%. 2. To increase the percentage of ELL students with 1-4 years in U.S. schools attaining Advanced High from 21.8% to 30%. 3. ELL with 5+ years in U.S. schools attaining Advanced High from 27.3% to 36%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Instruction	Active Learning; Differentiation to Meet Needs; Instructional Processes / Pedagogy	Academic Performance	ELL	Continue implementation of Transitional Guides and increase vocabulary skills by reinforcing dictionary skills (including electronic translators)	08/24/2015	06/01/2016	Lesson Plans; Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
2	Bil = Bilingual; ESL = English as a Second Language	Campus Administrators; Teachers	Human Resources (Campus Administrators; Teachers)	ESL six weeks averages		ESL final averages; LAS assessments; TELPAS	



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Campus Improvement Plan 2015-2016

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Goal	1 - 05 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>E. English Acquisition for ELL Students Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of ELL students progressing one proficiency level from 55.5% to 70%. 2. To increase the percentage of ELL students with 1-4 years in U.S. schools attaining Advanced High from 21.8% to 30%. 3. ELL with 5+ years in U.S. schools attaining Advanced High from 27.3% to 36%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment	Instruction; Student Support	Effective Pedagogy	Academic Performance	ELL; Reading; Math; Science; Writing; Social Studies	Structure information/concepts being taught into visual representations and graphic organizers to facilitate understanding and vocabulary attainment for students with diverse cognitive and linguistic needs	08/24/2015	06/02/2016	Lesson Plans; Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
3	Bil = Bilingual; ESL = English as a Second Language; SE = Special Education; 504 = Section 504	Campus Administrators; Teachers	Human Resources (Campus Administrators; Teachers)	Weekly Assessments; Six weeks Averages; Six Weeks Assessments; District Benchmarks	EOY Averages; EOY Assessments; State Assessments	



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	1 - 05 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>E. English Acquisition for ELL Students Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of ELL students progressing one proficiency level from 55.5% to 70%. 2. To increase the percentage of ELL students with 1-4 years in U.S. schools attaining Advanced High from 21.8% to 30%. 3. ELL with 5+ years in U.S. schools attaining Advanced High from 27.3% to 36%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	LRE	Instruction; Student Support; Curriculum Assessment; Representation	Monitoring, Student Progress, Student Centered, Targeted Professional Development	Academic Performance, Teacher Quality, Learning Time	ELL	Train and implement on ESL/REACH program for Kindergarten teachers of ELLs.	08/17/2015	06/02/2016	Classroom schedules, REACH At-a-Glance REACH lessons, Classroom Observations

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
4	Bil = Bilingual; ESL = English as a Second Language	Director of the Bilingual Department, Language Acquisition Program Instructional Elementary Coordinators, Professional Development Director	Human Resources	Informal observations; Six weeks averages; District Benchmarks	EOY Averages; EOY Assessments; State Assessments	No Progress



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Campus Improvement Plan 2015-2016

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Goal	1 - 05 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>E. English Acquisition for ELL Students Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of ELL students progressing one proficiency level from 55.5% to 70%. 2. To increase the percentage of ELL students with 1-4 years in U.S. schools attaining Advanced High from 21.8% to 30%. 3. ELL with 5+ years in U.S. schools attaining Advanced High from 27.3% to 36%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
5	State Assessment	Instruction; Curriculum Assessment; Student Support; System Safeguards	Monitoring, Student Progress	Academic Performance, Learning Time	ELL	Continue to provide support to all campuses (2nd-12th grade) on the TELPAS on-line Reading test with a TELPAS released test. Aside from the TELPAS tutorial required by the USD testing department. Coordinators will inform ELLs about the importance of this assessment, practice with a released test and sign an oath as an affirmation to do their best.	02/01/2016	03/31/2016	State Assessments; TELPAS; AMAOS

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
5	Bil = Bilingual; ESL = English as a Second Language	Director of the Bilingual Department, Language Acquisition Program Instructional Coordinators, Principals	Human Resources	Ongoing lesson plans and walkthroughs; Six weeks averages, TELPAS practice test	TELPAS, AMAOS, End of year averages	No Progress



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Campus Improvement Plan 2015-2016

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Goal	1 - 05 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	<p>E. English Acquisition for ELL Students Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To increase the percentage of ELL students progressing one proficiency level from 55.5% to 70%. 2. To increase the percentage of ELL students with 1-4 years in U.S. schools attaining Advanced High from 21.8% to 30%. 3. ELL with 5+ years in U.S. schools attaining Advanced High from 27.3% to 36%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
6	State Assessment	Instruction; Curriculum Assessment; Student Support	Monitoring, Student Progress, Effective Intervention Strategies	Academic Performance, Learning Time, Teacher Quality	ELL	Continue to train and implement the teachers of ELLs from 1st-12th grade on sheltered instruction strategies (Research Based Strategies) across curriculum areas. Differentiating in language proficiency levels and aligned to the ELPS standards. Phase I: Elementary level 3rd-5th grade (Alphaboxes, Gist, and Quick Write) Phase II: Elementary level 1st & 2nd grade (T-Notes, Jigsaw, and Inside-Outside Circle)	08/03/2015	06/30/2016	Classroom observations, State Assessments, ELL Plan for Success, Failure Reports, ERO sign-in sheets. Agendas and presentations. Screencasts also available for the teachers to follow up and for enrichment in the Bilingual Department's WEB page

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
6	Bil = Bilingual;ESL = English as a Second Language	Director of the Bilingual Department, Language Acquisition Program Instructional Coordinators, Principals	Human Resources	Ongoing lesson plans and walkthroughs; Six weeks averages, TELPAS practice test	TELPAS, AMAOS, End of year averages	No Progress



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Campus Improvement Plan 2015-2016

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Goal	1 - 06 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	F. Special Education/Section 504 Students are appropriately served. Students with special needs shall be provided appropriate, individualized, intensive instruction to enable them to perform at comparable levels to their peer groups.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Instruction; Student Support; System Safeguards	Differentiation to meet needs	Learning Time	Reading	Continue to accelerate reading achievement through daily small group instruction ("Paw Power") to reduce the number of students reading below level and the number of retentions (Providing a minimum of two 30 min. sessions per week of small group instruction)	08/24/2015	06/01/2016	Ongoing walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	SE = Special Education; 504 = Section 504; ALL = All Students; Bil = Bilingual; ESL = English as a Second Language	Campus administrators; Teachers	Human Resources (Campus administrators; Teachers)	Ongoing walkthroughs; Six weeks assessments; District Benchmarks	State Assessment results; Final averages; Final exams	



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Goal 1 - 06 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective F. Special Education/Section 504 Students are appropriately served. Students with special needs shall be provided appropriate, individualized, intensive instruction to enable them to perform at comparable levels to their peer groups.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Instruction, Curriculum Assessment	Monitoring	Learning Time, Academic Performance	Reading, Math, Writing, Science, Social Studies, Behavior	Standardize RtI process followed at all campuses to include templates and binders used for documentation	08/24/2015	06/01/2016	STAAR Results

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT	
				FORMATIVE	SUMMATIVE	
2	ALL = All Students, AR = At Risk	Elementary School Executive Director, School Improvement Executive Director, School Improvement Coordinator	Human Resources	Six weeks averages, district benchmarks	State assessments, End of Year averages	No Progress



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Campus Improvement Plan 2015-2016

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Goal	1 - 07 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need	TAPR, AMAOS, PBMAS, AYP, Index Framework Indicators
Long Range Goal	By the year 2017, all students will reach high standards, at a minimum attaining proficiency or better in all State assessments.
Annual Performance Objective	G. College Readiness Annual Performance Objective: United ISD will provide opportunities to assist students in preparing for college. 1. The percent of students achieving Level III in STAAR across grade levels in reading and math will increase by 10%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Curriculum Assessment; instruction; Student Support; System Safeguards	Monitoring Student Progress	Academic Performance	Reading; Math; Writing; Science	Provide RtI Tier III extended day, after school tutorials, or extended week tutorials for students in need of intervention.	09/07/2015	04/29/2016	Attendance rosters for tutorials

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	ALL = All Students; AR = At Risk; ED = Economically Disadvantage; ESL = English as a Second Language; SE = Special Education; 504 = Section 504;	Campus Administrators; Classroom Teachers	Human Resources (Campus Administrators; Classroom Teachers) Budget (\$6,928.00 SCE; \$ 20,000.00 RtI/AI).	Six weeks averages; six weeks assessments; District benchmarks	Final averages, EOY exams; State assessments	



IRIS Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal 1 - 08 To continue to improve student achievement on FITNESSGRAM assessment and increase student health knowledge.
Data Analyzed To Determine Need FITNESSGRAM results
Long Range Goal By the year 2017, all students will pass all six components of the FITNESSGRAM assessment
Annual Performance Objective H. FITNESSGRAM Annual Performance Objective: 1. To increase the percentage of students passing all components of the FITNESSGRAM from 17.8% to 25%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Student Support	Data Driven / Timely / Targeted Support	Quality Data	Physical Education	Incorporate daily exercises to promote a healthy life style and to prepare 3rd-5th grade students for the FITNESSGRAM (15 minutes of MVPA); Benchmark all students with PACER test.	08/24/2015	06/01/2016	FITNESSGRAM results

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students	PE Department	Human Resources (PE Department)	Running Records for FITNESSGRAM and PACER test		FITNESSGRAM Results	



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	1 - 08 To continue to improve student achievement on FITNESSGRAM assessment and increase student health knowledge.
Data Analyzed To Determine Need	FITNESSGRAM results
Long Range Goal	By the year 2017, all students will pass all six components of the FITNESSGRAM assessment
Annual Performance Objective	H. FITNESSGRAM Annual Performance Objective: 1. To increase the percentage of students passing all components of the FITNESSGRAM from 17.8% to 25%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Student Support; Instruction	Active Learning	Academic Performance	Physical Education; Science	Incorporate health lessons on better choices for a healthy and active life (minimum of 2 per six weeks promoting student awareness on benefits of maintaining a healthy (incorporate visuals, informational posters on walls in the gym, utilize the bulletin board in the gym to provide information that increases student health knowledge-based on TEKS; to be changed on a monthly basis).	08/24/2015	06/01/2016	Lesson Plans; Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
2	ALL = All Students	PE Department; Classroom Teachers	Human Resources (PE Department; Classroom Teachers)	Six Weeks Assessments; Six Weeks Averages, PACER benchmark	End of Year Averages, FITNESSGRAM	



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal 1 - 09 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need Federal Guidelines
Long Range Goal By the year 2017, all students eligible for Pre-Kinder will participate in transition activities.
Annual Performance Objective To increase the percentage of Pre-Kinder students participating in transition activities from 45% to 55%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Student Support	Effective Intervention Strategies	Family / Community Support	Graduation Rate	Invite Head Start Students and new PK/K Students in May with parents for an orientation tour of the campus.	05/01/2016	05/29/2015	Sign-in sheets of parents/students participating

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION SUMMATIVE	STATUS REPORT
1	ALL = All Students	PK/Kinder Teachers	Human Resources (Pk/Kinder Teachers)	Number of incoming students invited	Number of incoming students in attendance	



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal 1 - 09 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need Federal Guidelines
Long Range Goal By the year 2017, all students eligible for Pre-Kinder will participate in transition activities.
Annual Performance Objective To increase the percentage of Pre-Kinder students participating in transition activities from 45% to 55%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Student Support	Effective Intervention Strategies	Family / Community Support	Graduation Rate	Arrange for 5th grade students to take a tour of the middle school to be introduced to the different clubs/organizations as well as instructional requirements (including SSI). Continue the implementation of departmentalization in 5th grade and semi-departmentalized in all other grades (Sean Cain recommendation)	08/24/2015	06/01/2016	Trip to the middle school; walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
2	ALL = All Students	Counselor	Human Resources (Counselor; Teachers)	Trip documentation; Walkthroughs; Six weeks averages, district benchmarks	End of year averages, state assessments	



IRIS Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal 1 - 09 Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement.
Data Analyzed To Determine Need Federal Guidelines
Long Range Goal By the year 2017, all students eligible for Pre-Kinder will participate in transition activities.
Annual Performance Objective To increase the percentage of Pre-Kinder students participating in transition activities from 45% to 55%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment	Curriculum Assessment, Instruction	Rigor, Relevance	Academic Performance	Reading, Math, Writing Science, Social Studies, Graduation Rate	Continue with 4 Vertical Dialogue Meetings/Campus Visits between receiving and sending schools to discuss data, intervention and monitoring practices	08/24/2015	06/01/2016	Sign-in sheets, Data Reflections

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
3	ALL = All Students, ESL = English as a Second Language	Elementary, Middle, and High School Executive Directors, Principals, Academic Coordinators	Human Resourcees	Data Reflections	End of year Transitional Vertical Dialogue; State Assessments		No Progress



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	2 - 01 A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure environment for students and staff.
Data Analyzed To Determine Need	Tyler Discipline Report of campus referrals
Long Range Goal	By the year 2017, alternative placement and expulsion discipline referrals will be reduced to 1% of the student population.
Annual Performance Objective	<p>A. School Suspension Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To reduce the number of in school suspensions by 2% from 3% to 1%. 2. To reduce the number of out of school suspensions by 1% from 1% to 0%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	Discipline; State Assessment	Culture / Climate	Inviting / Respectful Climate	School Climate	Safe Schools	Continue to recognize/encourage appropriate behavior, attendance, and academic success ("Rocky Store"; "Lunch Bunch"; "PAWS" Celebration, drawings for perfect attendance).	08/24/2015	06/01/2016	Student behavior; gains in academic performance; increase in attendance

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	ALL = All Students	Classroom Teachers; Special Ed. Teachers; Campus Administrators	Human Resources (Teachers and Campus Administrators)	Number of discipline referrals per six weeks; Six weeks ADA reports	Number of discipline referrals at the end of the year; ADA report for end of year	



IRIS Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal 2 - 01 A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure environment for students and staff.
Data Analyzed To Determine Need Tyler Discipline Report of campus referrals
Long Range Goal By the year 2017, alternative placement and expulsion discipline referrals will be reduced to 1% of the student population.
Annual Performance Objective A. School Suspension Annual Performance Objective: 1. To reduce the number of in school suspensions by 2% from 3% to 1%. 2. To reduce the number of out of school suspensions by 1% from 1% to 0%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	Discipline;	Discipline; Instruction	Data Driven Decision Making	Learning Time	Safe Schools	Continue campus wide PBIS Program with consistent implementation and enabling individualized recognition. (Charms given strictly for behavior not trivia questions)	08/24/2015	06/01/2016	Decrease in Student Disciplinary Referrals

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
2	ALL = All Students	Campus Administrators; Teachers; Rtl Administrator	Human Resources (Campus Administrators; Teachers; Rtl Administrator)	Number of Discipline Referrals per six weeks		Number of Discipline Referrals at the end of the year	



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal 2 - 01 A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure environment for students and staff.

Data Analyzed To Determine Need Tyler Discipline Report of campus referrals

Long Range Goal By the year 2017, alternative placement and expulsion discipline referrals will be reduced to 1% of the student population.

Annual Performance Objective A. School Suspension Annual Performance Objective:
 1. To reduce the number of in school suspensions by 2% from 3% to 1%.
 2. To reduce the number of out of school suspensions by 1% from 1% to 0%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	Residential Facility	Culture / Climate	Inviting / Respectful Climate	School Climate	Safe Schools	Purchase supplies and materials for maintenance of facilities.	08/24/2015	06/01/2016	Facilities maintenance

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
3	ALL = All Students	Campus Administrators; Custodial Staff	Budget (\$300.00 LC-Regular)	Facilities Maintenance	Facilities Maintenance	



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	2 - 01 A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure environment for students and staff.
Data Analyzed To Determine Need	Tyler Discipline Report of campus referrals
Long Range Goal	By the year 2017, alternative placement and expulsion discipline referrals will be reduced to 1% of the student population.
Annual Performance Objective	A. School Suspension Annual Performance Objective: 1. To reduce the number of in school suspensions by 2% from 3% to 1%. 2. To reduce the number of out of school suspensions by 1% from 1% to 0%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	Discipline	Curriculum Assessment; Instruction	Data-Driven Decision-Making Monitoring/Evaluation of Curriculum	School Climate; Student Support	Safe Schools	Substance abuse and anti-bullying education, prevention, and intervention sessions for elementary students	07/01/2015	06/30/2016	Lesson Plans, Classroom Observations, Monthly Calendar, Date of Session Parent Sign-In sheets, Less Bullying referrals

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
4	ALL = All Students	Director of Staff Development, Discipline Management Department, Principals, PBIS Instructors, Director of Guidance and Counseling, Teachers	Human Resources (Counselor, Teachers, Campus Administrators)	Ongoing walkthroughs, lesson plans, discipline reports by six weeks	Formal observations, discipline report for EOY	No Progress



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	2 - 01 A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure environment for students and staff.
Data Analyzed To Determine Need	Tyler Discipline Report of campus referrals
Long Range Goal	By the year 2017, alternative placement and expulsion discipline referrals will be reduced to 1% of the student population.
Annual Performance Objective	A. School Suspension Annual Performance Objective: 1. To reduce the number of in school suspensions by 2% from 3% to 1%. 2. To reduce the number of out of school suspensions by 1% from 1% to 0%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
5	Discipline, Curriculum and Instruction	Discipline, Instruction, Student Support, Culture and Climate	Targeted Professional Development	Learning, School Climate, Prevention Strategies	Safe Schools	Provide Gun Safety Awareness to all School District Students and Staff	07/01/2015	06/30/2016	Minimum of One session per year Sign-in sheets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION SUMMATIVE	STATUS REPORT
5	ALL = All Students	District Police Department	Human Resources (Counselor, Police Officer)	Discipline reports by six weeks	discipline report for EOY	No Progress



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	2 - 01 A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure environment for students and staff.
Data Analyzed To Determine Need	Tyler Discipline Report of campus referrals
Long Range Goal	By the year 2017, alternative placement and expulsion discipline referrals will be reduced to 1% of the student population.
Annual Performance Objective	<p>A. School Suspension Annual Performance Objective:</p> <ol style="list-style-type: none"> 1. To reduce the number of in school suspensions by 2% from 3% to 1%. 2. To reduce the number of out of school suspensions by 1% from 1% to 0%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
6	Discipline	Culture / Climate	Targeted Professional Development (PD) with Support	Effective Prevention and Intervention Strategies, School Climate	Safe Schools	Utilize Mediation Strategies in a timely manner to address Employees/Parent Concerns. Verbal/Non-Verbal communication strategies on how to deal with all stakeholders.	07/01/2015	06/30/2016	Two sessions per year (with sign-in sheets), must include follow-up meetings with Administration

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
6	ALL = All Students	Director of Staff Development, Human Resources Department	Human Resources	Ongoing evaluation of Parent/Employee grievances/concerns	Parent/Employee grievances/concerns by the EOY	No Progress



IRIS

Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	2 - 01 A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure environment for students and staff.
Data Analyzed To Determine Need	Tyler Discipline Report of campus referrals
Long Range Goal	By the year 2017, alternative placement and expulsion discipline referrals will be reduced to 1% of the student population.
Annual Performance Objective	A. School Suspension Annual Performance Objective: 1. To reduce the number of in school suspensions by 2% from 3% to 1%. 2. To reduce the number of out of school suspensions by 1% from 1% to 0%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
7	Discipline	Culture / Climate	Decision Making, Staff Support and Climate	Prevention Strategies; School Climate	Safe Schools; Parent Involvement	Provide Awareness of teen and pre-teen pregnancy in 5th grade through parenting sessions. Abstinence Program beginning in the 5th grade.	07/01/2015	06/30/2016	Minimum One session per year

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
7	ALL = All Students	Counselors, PEP Coordinator, Nurse Department	Human Resources (Counselor; Nurse)	Comments from attendees	Student behavior		No Progress



IRIS Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	2 - 02 A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure environment for students and staff.
Data Analyzed To Determine Need	Tyler Attendance Report; TAPR
Long Range Goal	By the year 2017, student attendance will increase by 2%.
Annual Performance Objective	B. Attendance Rate Annual Performance Objective: 1. To increase attendance rate from 96.7% to 97.1%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment; Discipline	Student Support; Curriculum Assessment; Culture / Climate; Discipline;	Student/Staff Attendance	Learning Time	Safe Schools; Reading; Math; Writing; Science; Social Studies; Attendance	Establish an incentive system that encourages student attendance by recognizing students and parents of students with perfect attendance (daily-perfect attendance flags displayed outside classroom; six weeks-Recognition bulletin Board updated every six weeks, "Lunch Bunch" for students on a six weeks basis, drawings for students on peak days and on a six weeks basis, and Certificates for Parents presented at PTC Meetings; End of each semester-drawings for students and family)	08/24/2015	06/01/2016	Attendance Records

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	ALL = All Students	Campus Administrators; Teachers	Human Resources (Campus Administrators; Teachers)	Daily attendance; Six Weeks Attendance	EOY Attendance	



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	2 - 03 A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure environment for students and staff.
Data Analyzed To Determine Need	District Reports
Long Range Goal	By the year 2017, Employee/Parent Grievances will continue to be at 0%.
Annual Performance Objective	C. Employee/Parent Grievances Objective: 1. To maintain the percentage of Employee/Parent grievances at 0%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment; Discipline; Residential Facility	Student Support; Curriculum Assessment; Culture / Climate; Discipline; Culture / Climate; Residential Facilities;	Student/Staff Attendance; Inviting/Respectful Climate	Learning Time	Safe Schools; Reading; Math; Writing; Science; Social Studies; Attendance	Establish a recognition system for Faculty and Staff with Perfect Attendance (Six Weeks, semester, and EOY; shout outs, certificates, coupons to be exchanged for an incentive of choice from a given list, breakfast for faculty/staff with perfect attendance on a six weeks basis). Continue to recognize teachers and staff for success attained with students in order to maintain a positive campus morale (Teacher Appreciation Week and End of Year Awards Celebration for all Staff).	08/17/2015	06/03/2016	Attendance Records

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students	Campus Administrators; Teachers; Registrar	Human Resources (Campus Administrators; Teachers; Registrar) Budget (\$1,000.00 LC-Regular)	Staff attendance reports; informal and formal observations feedback	EOY Attendance reports; PDAS; Staff EOY Awards Celebration	



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	2 - 03 A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure environment for students and staff.
Data Analyzed To Determine Need	District Reports
Long Range Goal	By the year 2017, Employee/Parent Grievances will continue to be at 0%.
Annual Performance Objective	C. Employee/Parent Grievances Objective: 1. To maintain the percentage of Employee/Parent grievances at 0%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	Residential Facility	Culture / Climate	Inviting / Respectful Climate	School Climate	Safe Schools	Conduct social gatherings/activities for Faculty/Staff promoting a positive, healthy work environment and Teamwork through Team Building Activities and a implementation of a Social committee).	08/17/2015	06/03/2016	Bulletin board displays and gatherings ("Mixers")

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
2	ALL = All Students	Campus Administrators; Teachers	Human Resources (Librarian, Counselor)	Ongoing informal and formal observations; bulletin board displays	End of Year gathering (End of Year Awards Celebration for all Staff)	



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	2 - 03 A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure environment for students and staff.
Data Analyzed To Determine Need	District Reports
Long Range Goal	By the year 2017, Employee/Parent Grievances will continue to be at 0%.
Annual Performance Objective	C. Employee/Parent Grievances Objective: 1. To maintain the percentage of Employee/Parent grievances at 0%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	Residential Facility	Culture / Climate	Inviting / Respectful Climate	School Climate	Safe Schools	Establish a "Classroom Organization Committee" to determine common classroom layout/expectations and to recognize the "Classroom of the Month"	08/24/2015	06/03/2016	Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
3	ALL = All Students	Campus Administrators; Teachers	Human Resources (Classroom Organization Committee)	Ongoing walkthroughs; monthly evaluation/recognition of "Classroom of the Month"	Formal observation	No Progress



IRIS

Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	3 - 01 Family and Community Engagement: Promote community partnership and parent involvement
Data Analyzed To Determine Need	Campus based parental activities sign in sheets
Long Range Goal	By the year 2017, 90% of all students will be represented at parent activities.
Annual Performance Objective	A. Annual Performance Objective: 1. To increase the percentage of parents represented at district based parental activities from 36%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Parents / Community; Student Support; Instruction	Parent Involvement	Family / Community Support; Academic Performance	Parent Involvement; Reading	Continue to promote Parental Involvement thru a variety of activities focused on instruction (Reading Picnic; Math Make and Take sessions, "STAAR Dancers" to distribute STAAR information; Science Fair grade level Showcase; 100 Days of School, Thanksgiving Luncheon).	08/24/2015	06/02/2016	Sign-in sheets of parents attending

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students	Counselor; Librarian	Human Resources (Counselor; Librarian, Music Teacher)	Number of parents invited	Number of parents in attendance	



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal 3 - 01 Family and Community Engagement: Promote community partnership and parent involvement
Data Analyzed To Determine Need Campus based parental activities sign in sheets
Long Range Goal By the year 2017, 90% of all students will be represented at parent activities.
Annual Performance Objective A. Annual Performance Objective: 1. To increase the percentage of parents represented at district based parental activities from 36%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Parents / Community; Student Support; Instruction	Parent Involvement	Family / Community Support; Academic Performance	Parent Involvement	Continue to provide an informational booth at the front of the school educating parents on community resources.	08/24/2015	06/01/2016	Informational booth

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION SUMMATIVE	STATUS REPORT
2	ALL = All Students; AR = At Risk	Counselor	Human Resources (Counselor)	Number of parents participating in monthly activities offered	Number of parents participating in activities offered by the end of the year	



IRIS Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal 3 - 01 Family and Community Engagement: Promote community partnership and parent involvement
Data Analyzed To Determine Need Campus based parental activities sign in sheets
Long Range Goal By the year 2017, 90% of all students will be represented at parent activities.
Annual Performance Objective A. Annual Performance Objective: 1. To increase the percentage of parents represented at district based parental activities from 36%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment	Student Support; Parents / Community	Response to Interventions (RTI)	Family / Community Support	Parent Involvement	Continue to participate and promote the "Parent Festival" offered by UISD to increase parental participation (i.e. provide student incentives such as homework passes).	08/24/2015	05/31/2016	Number of participants; flyers and messages sent promoting festival

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
3	ALL = All Students	Campus Administrators; Teachers; Parents	Budget (\$2,780 Title I-Parental Involvement)	Number of parents invited to attend		Number of parents in attendance	



IRIS Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal 3 - 01 Family and Community Engagement: Promote community partnership and parent involvement
Data Analyzed To Determine Need Campus based parental activities sign in sheets
Long Range Goal By the year 2017, 90% of all students will be represented at parent activities.
Annual Performance Objective A. Annual Performance Objective: 1. To increase the percentage of parents represented at district based parental activities from 36%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	State Assessment	Parents / Community	Parent Involvement; Parent Education / Adult Education	Family / Community Support	Parent Involvement	Continue the practice of monthly Parenting Sessions (Offer some sessions that focus on targeting the needs of Economically Disadvantaged Students and Special Education Students; i.e. common resources offered by the community that can improve the home environment); include sessions that promote positive and effective parenting skills.	08/24/2015	05/31/2016	Agendas and Sign In sheets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION SUMMATIVE	STATUS REPORT
4	ALL = All Students; AR = At Risk; Bil = Bilingual; ED = Economically Disadvantage; SE = Special Education	Counselor	Human Resources (Counselor)	Number of participating parents per session	Grand total/percentage of parents participating in all sessions offered	No Progress



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal 3 - 01 Family and Community Engagement: Promote community partnership and parent involvement
Data Analyzed To Determine Need Campus based parental activities sign in sheets
Long Range Goal By the year 2017, 90% of all students will be represented at parent activities.
Annual Performance Objective A. Annual Performance Objective: 1. To increase the percentage of parents represented at district based parental activities from 36%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
5	State Assessment	Parents / Community; Representation	Parent Involvement, Specific/Timely Feedback	Family-Community Engagement/Support	Parent Involvement	Implement a standard process for the review/revision of the Parent Compact & Parent Involvement Policy. Parents will be part of the review/revision of the Parent/Student Compact and Parental Involvement Policy.	08/17/2015	05/31/2016	Agendas and Sign In sheets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
5	ALL = All Students	Title I Funds-Federal & State Programs Executive Director, Parental Involvement Liaison, Principals, Campus Parental Involvement Contacts	Human Resources (Counselor)	Sign-in sheets; ongoing observations of Student/Teacher/Parent involvement; attendance to individual sessions/events	Sign-in sheets; End of year average of attendance to individual sessions/events	No Progress



IRIS Campus Improvement Plan 2015-2016

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Goal 4 - 01 Implement Initiatives: To ensure employee recruitment, development, and retention. Recruit, develop, support and retain effective teachers and other instructional staff.
Data Analyzed To Determine Need Teachers' Certification Reports
Long Range Goal By the year 2017, all students will be taught by highly qualified teachers
Annual Performance Objective A. Annual Performance Objective: 1. To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Instruction	Collaborative Planning	Teacher Quality	Qualified Employees	Coordinate a minimum of 3 meetings for professional collaboration focused on vertical alignment and planning (BOY, MOY, EOY)	08/24/2015	06/03/2016	Sign-in sheets for vertical alignment meetings and Professional Learning Communities

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students	Campus Administrators; All Teachers	Human Resources (Campus administrators; All Teachers)	Six Weeks Meetings; ongoing walkthroughs (observations of impact of vertical alignment)	State Assessment Results	



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Goal	4 - 01 Implement Initiatives: To ensure employee recruitment, development, and retention. Recruit, develop, support and retain effective teachers and other instructional staff.
Data Analyzed To Determine Need	Teachers' Certification Reports
Long Range Goal	By the year 2017, all students will be taught by highly qualified teachers
Annual Performance Objective	A. Annual Performance Objective: 1. To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Instruction; Curriculum and Assessment	Rigor; Relevance; Targeted Professional Development (PD) with Support	Academic Performance; Teacher Quality	Qualified Employees	Provide substitutes and traveling expenses for teachers (classroom and music) to attend professional development sessions.	08/24/2015	06/03/2016	Registrations to trainings; sign-in sheets; Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
2	Staff	Campus Administrators	Budget (\$3,000.00 LC-Regular-substitutes; \$1,000.00 LC-Regular-teachers; \$400.00 LC-Regular-music)	Walkthroughs; Six Weeks Averages; CBAs	Formal Observations (PDAS); Final Averages; End of Year Assessments; State Assessments	



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Goal	4 - 01 Implement Initiatives: To ensure employee recruitment, development, and retention. Recruit, develop, support and retain effective teachers and other instructional staff.
Data Analyzed To Determine Need	Teachers' Certification Reports
Long Range Goal	By the year 2017, all students will be taught by highly qualified teachers
Annual Performance Objective	A. Annual Performance Objective: 1. To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment	Instruction; Curriculum and Assessment	Rigor; Relevance; Targeted Professional Development (PD) with Support	Academic Performance; Teacher Quality; Leadership Effectiveness	Qualified Employees	Provide for traveling expenses so that campus administrators can attend professional development sessions.	08/24/2015	06/03/2016	Registrations to trainings; sign-in sheets; Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
3	Administration	Campus Administrators	Budget (\$1,000.00 LC-Regular-Principal and Assistant Principal; \$500.00 LC-Regular-Counselor; \$500.00 LC-Regular-Librarian)	Walkthroughs; Six Weeks Averages; CBAs	Formal Observations (PDAS); Final Averages; End of Year Assessments; State Assessments	



IRIS Campus Improvement Plan 2015-2016

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Goal	4 - 01 Implement Initiatives: To ensure employee recruitment, development, and retention. Recruit, develop, support and retain effective teachers and other instructional staff.
Data Analyzed To Determine Need	Teachers' Certification Reports
Long Range Goal	By the year 2017, all students will be taught by highly qualified teachers
Annual Performance Objective	A. Annual Performance Objective: 1. To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	State Assessment	Student Support	Targeted Professional Development (PD) with Support	Teacher Quality; Leadership Effectiveness; School Climate	Qualified Employees	Provide office supplies and materials to support instruction.	08/24/2015	06/03/2016	Purchase orders; Walkthroughs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
4	ALL = All Students; Staff	Campus Administrators; Secretary	Budget (\$2,000.00 LC-Regular)	Purchase orders; Walkthroughs	Materials used; PDAS	



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Campus Improvement Plan 2015-2016

CES - CLARK ELEMENTARY

Goal	4 - 01 Implement Initiatives: To ensure employee recruitment, development, and retention. Recruit, develop, support and retain effective teachers and other instructional staff.
Data Analyzed To Determine Need	Teachers' Certification Reports
Long Range Goal	By the year 2017, all students will be taught by highly qualified teachers
Annual Performance Objective	A. Annual Performance Objective: 1. To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
5	State Assessment	InstructionCurriculum Assessment	Rigor, Relevance, Curriculum Sequence/pacing, Monitoring, Evaluations of Curriculum Implementation	Academic Performance, Teacher Quality	Qualified Employees	Continue to build Teacher capacity by providing training focusing on Effective Sheltered Instruction.	08/24/2015	06/03/2016	Instructional Support Requests; Workshops and/or conferences attended

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
5	Staff; ALL = All Students; Bil = Bilingual; ESL = English as a Second Language	Campus Administrators	Budget Resources (\$_____ TEA FOCUS Grant)	Instructional Support Requests; Lesson Plans; Six Weeks Averages; District Benchmark	Final Averages; State Assessments	



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Campus Improvement Plan 2015-2016

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Goal	4 - 01 Implement Initiatives: To ensure employee recruitment, development, and retention. Recruit, develop, support and retain effective teachers and other instructional staff.
Data Analyzed To Determine Need	Teachers' Certification Reports
Long Range Goal	By the year 2017, all students will be taught by highly qualified teachers
Annual Performance Objective	A. Annual Performance Objective: 1. To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
6	State Assessment	InstructionCurriculum Assessment	Monitoring	Academic Performance, Learning Time	Reading, Writing, Math, Science, Social Studies	Hold grade level meetings on Thursdays to facilitate turn around trainings at campus and district levels.	08/24/2015	06/03/2016	Scope and Sequence

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
6	ALL = All Students	Elementary Executive Director, Elementary Director, Principals	Human Resources	Ongoing walkthroughs, lesson plans, scope and sequence implementation, Six weeks averages	Formal observations, end of year averages, state assessments	No Progress



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Goal	4 - 01 Implement Initiatives: To ensure employee recruitment, development, and retention. Recruit, develop, support and retain effective teachers and other instructional staff.
Data Analyzed To Determine Need	Teachers' Certification Reports
Long Range Goal	By the year 2017, all students will be taught by highly qualified teachers
Annual Performance Objective	A. Annual Performance Objective: 1. To maintain the percentage of highly qualified teachers at 100%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
7	Discipline; Instruction and Curriculum	Discipline; Instruction; Culture / Climate	Targeted Professional Development (with support)	Learning Time; School Climate	Safe Schools	Provide Classroom Management Training for all new and experienced classroom staff experienced	07/01/2015	06/30/2016	ERO training, signature evaluation sheets, referrals reduction

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
7	ALL = All Students	Director of Professional Development, Human Resources Department	Human Resources	Ongoing walkthroughs	Formal observations	No Progress