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# **Plano Independent School District Campus Improvement Plan**

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## **Clark High School**

**523 West Spring Creek Parkway**

**Plano, TX 75023**

**2018-2019**

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## **Vision and Mission Statements for District and Campus**

### **Plano ISD Vision Statement**

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

### **Plano ISD Mission Statement**

The mission of the Plano Independent School District is to provide an excellent education for each student.

### **District Goals**

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

### **Campus Mission Statement**

Clark High School, in partnership with parents and community, promotes high standards of academic excellence, personal integrity, and individual responsibility which foster success in a diverse and ever-changing society.

## Campus Information

### Administration Team

**Principal,** Pamela Clark

**Assistant Principal,** Natalie Bauerkemper

**Assistant Principal,** Al Gallo

**Assistant Principal,** John Tedford

**Assistant Principal,** Andrea Wigginton

### About Us

### Campus Status

X Non-Title I Campus

Title I School-wide Campus

### Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/22/2018 04:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/04/2019 04:30 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/21/2019 04:30 pm

## State Goals and Objectives

### The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

### TEA Strategic Priorities

Goal #1 - **Recruit, support,** and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About\\_TEA/Welcome\\_and\\_Overview/TEA\\_Strategic\\_Plan/](http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/)

**Site-Based Improvement Committee Members**

<b>Committee Member Name</b>	<b>Role</b>	<b>1st Year on SBIC</b>	<b>Meeting 1 Attendance</b>	<b>Meeting 2 Attendance</b>	<b>Meeting 3 Attendance</b>
Ginger Williams	Faculty Member	2018	X	X	
Haley Bolton	Faculty Member	2018	X		X
Cindy Dakota	Faculty Member	2018	X		
Amber Carter	Faculty Member	2018	X		X
Alan Klein	Faculty Member	2018		X	
Monica Luckey	Faculty Member, Special Ed	2018	X		
Pamela Clark	Principal	2018	X	X	X
Ashley Helms	District Professional	2017	X		
John Tedford	Campus Professional, Non-teaching	2017	X	X	X
Lori Nicks	Support Staff Member	2017	X		
Kimberly Winkler	Parent-Selected by PTA	2018		X	
Chip Blickensderfer	Parent-Selected by Principal	2018			
Lea Ochs	Business Representative	2018			
	Student				
	Student				
Jaime Longley	Faculty Member	2018		X	
Lorena Menesis	Faculty Member	2018		X	
Nicolle Vickerman	Faculty Member				X
Alexis Wilkinson	Faculty Member				X
Casie Gall	Faculty Member				X

### State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

#### SCE Program Funding

<b>SCE Total</b>	\$71,221.02	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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**Comprehensive Needs Assessment Summary**

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<p>For all tests we are at or above district average in all categories</p> <p>For ELL in Biology we increased the passing rate from the previous year from 75% to 82%</p> <p>We are above the target score for the state in closing the performance gap.</p>	<p>The gap for African American students is growing and the gap for Hispanic students is staying the same.</p> <p>Economically disadvantaged students are struggling to pass English and math EOC tests.</p> <p>Greater resources and opportunities for ELL and ED students are needed to improve passing rates.</p>	<p>Close the gap</p> <p>New resources and programs to address the gap</p>
<b>Student Achievement</b>	<p>CHS has met the minimum standard</p> <p>CHS passing rate is above the state passing rate and meeting the district passing rate</p>	<p>Differentiation for all students in classes</p> <p>We need to measure past passing (minimum standards).</p> <p>Vertical alignment for scores/data.</p>	<p>Need data for and to address the needs of our higher level learners</p>
<b>School Culture and Climate</b>	<p>Zero percent dropout rate</p> <p>CHS is above the state and some district requirements</p> <p>Safe and orderly campus</p>	<p>Examine why there is a discrepancy among the responders to the HRS survey</p> <p>More parent involvement in the school</p>	<p>Examine survey discrepancies</p> <p>More parent communication and involvement</p>



Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Staff Quality/ Professional Development</b>	Improving class size over time Efforts to recruit new teachers Better than average STAAR scores	Effective communication in recruitment Listen to teachers once they're hired	
<b>Curriculum, Instruction, Assessment</b>	Administration and faculty/staff have similar perspectives English I	Clarification of procedures Consistent and communicated Expectations	Clarifying procedures for PLCs
<b>Family and Community Involvement</b>	eNews is used widely Parent Portal is used widely	Better online presence Better social media usage for school purposes Better data on parents	More complete, random data set for parent data
<b>School Context and Organization</b>	Possibility of teacher voices being heard	Better communication between admin and staff Ensure staff feels heard (capture and utilize teacher input)	Teacher input opportunities and acknowledgement of input Show admin reviews and responds to teacher input
<b>Technology</b>	Number of devices available to staff Above average technology training	How does ever-changing technology standards/expectations affect teacher confidence in the classroom	Increase CTA staff on large 9/10 campuses due to growing need as we transition to one-to-web How will growing number of devices affect the existing infrastructure?

**Critical Action #1**

<b>Problem Statement</b>	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices).
<b>Root Cause and Strategy</b>	We will address the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction, and the achievement of all students by ensuring that PLC process is implemented consistently using the districts' PLC protocol with fidelity.
<b>Goal</b>	Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.
<b>Project Lead</b>	Principal, Administration, Department Chairs
<b>Staff, Title I Staff</b>	All core teachers
<b>Materials and Resources</b>	Marzano PLC materials.

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Hold campus-wide PLC meetings				Monthly beginning August	Meeting minutes and attendance	The campus PLC will be a rich collaboration leading to greater student success.	Significant Progress	Significant Progress	Significant Progress
Hold department collaborative meetings				Monthly beginning August	Meeting minutes and attendance	The department collaborative team will meet monthly to discuss matters relating to student success.	Some Progress	Significant Progress	Significant Progress
Hold collaborative team meetings by academic subject and level				Weekly beginning in August	Meeting minutes and attendance	The collaborative teams will meet by level to improve academic success within the specific academic area.	Significant Progress	Significant Progress	Significant Progress

**Critical Action #2**

<b>Problem Statement</b>	The percentage of student groups in Domain III meeting or exceeding growth is below their state targets:  Academic Growth in Math <ul style="list-style-type: none"> <li>• Economically Disadvantaged 66% (target 68%)</li> <li>• Special Education 48% (target 61%)</li> </ul>
<b>Root Cause and Strategy</b>	We will address the two areas that were below the state targets in math by using effective student interventions in both the classroom and across the campus.
<b>Goal</b>	Student achievement in math will meet the state standards by implementing interventions for students.
<b>Project Lead</b>	Administration and Department chairs
<b>Staff, Title I Staff</b>	Teachers
<b>Materials and Resources</b>	TEKS, Curriculum, District Specialists, Edugence.

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Place students who were unsuccessful on STAAR in extra support using STST teachers.				Weekly	Student meetings and academic success.	Students will show growth in the mathematics and will increase the achievement in math.	Significant Progress	Significant Progress	Significant Progress
Math collaborative team will use the PLC process to engage in rich learning to increase the depth of student achievement.				Weekly	Meeting minutes	Students across mathematics levels of success will show a greater amount of growth on the Algebra I EOC.	Significant Progress	Significant Progress	Significant Progress
Math team will utilize MAP math information to monitor students performing at a lower level of mathematics success.				Monthly	Notes on interventions	Students will show academic growth on the Algebra I EOC.	Some Progress	Some Progress	Some Progress
Math team will explore, as a part of their collaborative team meetings, how to incorporate extension activities to help higher achieving students.				Monthly	Summary of learning by the math teachers.	Students growth will be impacted on the Algebra I EOC.	Some Progress	Some Progress	Some Progress



**Violence Prevention and Bullying**

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

**STAFF PREVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Prior to the start of school.	Monthly	Annual
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Implemented prior to beginning the year.	Monthly	Each 9 Weeks
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Implemented within the first 2 weeks of school	Monthly	Each 9 Weeks

**STAFF EDUCATION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Prior to the start of school	Monthly	Annually
Review referral process.	Principal or designee	Campus referral plan	Reviewed during teacher inservice	Monthly	Each Semester

**STAFF INTERVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Reviewed during teacher inservice	Monthly	Each Semester
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Reviewed during teacher inservice	Monthly	Each 9 weeks

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Reviewed during teacher inservice	Monthly	Each 9 weeks

**STUDENT PREVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Provided at the start of school	Monthly	Each 9 weeks
Monitor high risk areas.	All staff	Schedule (if necessary)	Reviewed during teacher inservice	Monthly	Monthly

**STUDENT EDUCATION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Reviewed during expectation talks	Monthly	Each 9 weeks

**STUDENT INTERVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Discipline Management Plan	Reviewed during teacher inservice	Monthly	Each 9 weeks
Employ discipline interventions.	Designated staff	Discipline Management Plan	Reviewed during teacher inservice	Monthly	Each 9 weeks
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Discipline Management Plan	Reviewed during teacher inservice	Monthly	Each 9 weeks
Conference with parents/students.	Teachers or other staff	Discipline Management Plan	Reviewed during teacher inservice	Monthly	Each 9 weeks



**Parent Involvement**

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information.	Principal, Assistant Principals	Computers, Website	First week of school	Monthly	Each semester
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Principal, Assistant Principals	Computers, Website, TEAMS	First week of school	Monthly	Each semester
Upgrade and maintain the campus website for easy access and increased communication with the community.	Principal, Assistant Principals, Webmaster	Computers, Website	First week of school	Monthly	Each semester
Communicate information through eNews and through hard copies when internet access is not available.	Principal, Assistant Principals, Webmaster	Computers, Website	Weekly throughout the school year	Monthly	Each semester
Utilize social media to keep parents and community informed.	Principal, Assistant Principals, Webmaster	Computers, Website	Daily throughout the year	Monthly	Each semester
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal	Email, Meeting Space	Each month	Monthly	Each semester
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Principal, Assistant Principals	School	Monthly throughout the school year	Monthly	Each semester



**Transition**

The campus will assist students in making a successful transition between high school (grades 9 and 10) to senior high school (grades 11 and 12).

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Academic Conferences - Counselors meet with parents and students to monitor academic progress and work with students to achieve academic goals.	Lead counselor	Email, letters, stamps	Completed by middle of spring semester	Monthly	Semester
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	Lead counselor	Website, bulletin boards	Monthly throughout the year	Monthly	Semester
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Lead counselor	Website, bulletin boards	Fall semester	Monthly	Semester
The campus will provide information to Career Path Classes and certification information to students and parents.	Lead counselor	Website, bulletin boards	Fall semester	Monthly	Semester
The campus guidance program will include both parent and student programs that address the pressure and stress students face at school and at home. (i.e. suicide prevention)	Lead counselor	Website, bulletin boards	First 9 weeks	Monthly	Semester

**State Certified Teachers and Highly Qualified Paraprofessionals**

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	Professional Learning Department, Curriculum Department, and Campus Administrators	Training materials, website, MLP	Monthly throughout the year	Monthly	Semester