

Plano Independent School District

Clark High School

2019-2020

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science



Board Approval Date: October 1, 2019

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.

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Comprehensive Needs Assessment

Revised/Approved: August 26, 2019

Demographics

Demographics Strengths

- Dropout rates are much lower than the state average, and on par with campus/district rates
- Class sizes are smaller in social studies, science, math, LOTE compared to district and state averages
- Lower mobility rate than district and state
- Attendance rate better than state and on par with district
- Campus test results improve year over year from 2017-2018

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically Disadvantaged students perform lower are on EOC testing than their counterparts **Root Cause:** Gaps in learning have been created throughout their educational experience.

Problem Statement 2: White student subgroup did not meet the state safeguard in math **Root Cause:** White student subgroup need further differentiation and support to fill in gaps from previous grade levels

Problem Statement 3: Asian student subgroup did not meet the state safeguard in math **Root Cause:** Asian student subgroup need further differentiation and support to fill in gaps from previous grade levels

Problem Statement 4: Special Ed student subgroup did not meet the state safeguard in math **Root Cause:** Special Ed student subgroup need further differentiation and support to fill in gaps from previous grade levels

Student Academic Achievement

Student Academic Achievement Strengths

- Students are meeting minimum standards
- Our campus is mostly equal or above state passing levels.
- Campus AP scores were above both state and national averages across the board

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELL student's progress growth measures are below district and state standards. **Root Cause:** Lesson plan designs do not designate ELL strategies to be used daily.

School Processes & Programs

School Processes & Programs Strengths

- Clark is great at recruitment of new and first year teachers
- STAAR scores are higher compared to state and ISD average in many areas
- Class sizes are comparable to district and state averages

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers and students do not perceive drills seriously according to HRS survey. **Root Cause:** Teachers and students have been doing drills as long as they have been in school creating some complacency.

Perceptions

Perceptions Strengths

- All doors locked
- Staff well informed and trained in safety
- 98% understand lock down and drills
- School spirit, helped by pep rallies
- New projectors in cafeteria big potential
- Overall kids respectful to their teachers

Priority Problem Statements

Problem Statement 1: ELL student's progress growth measures are below district and state standards.

Root Cause 1: Lesson plan designs do not designate ELL strategies to be used daily.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Special Ed student subgroup did not meet the state safeguard in math

Root Cause 2: Special Ed student subgroup need further differentiation and support to fill in gaps from previous grade levels

Problem Statement 2 Areas: Demographics

Problem Statement 3: Asian student subgroup did not meet the state safeguard in math

Root Cause 3: Asian student subgroup need further differentiation and support to fill in gaps from previous grade levels

Problem Statement 3 Areas: Demographics

Problem Statement 4: White student subgroup did not meet the state safeguard in math

Root Cause 4: White student subgroup need further differentiation and support to fill in gaps from previous grade levels

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: September 04, 2019


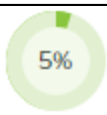
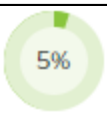



Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: Clark High school will increase student learning within the Special Ed subgroup in Algebra 1 as evidenced by an increase of students performing at the Approaches level by 2%.

Evaluation Data Source(s) 1: STAAR EOC Algebra 1, Semester Exam and MAP data

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue goal due to lack of data without EOC testing during Covid-19 closures.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy 1) Grade level collaborative teams including support personnel will meet weekly to plan instruction. Each meeting will include: 1. Agenda 2. Data reviewed 3. Planning protocol 4. Discussion of 4 critical questions	Campus Administrator	- Lesson plans clearly identify differentiated instruction - Lesson plans have adaptations for specific student groups			
	Problem Statements: Demographics 4				
<div> = Accomplished = No Progress = Discontinue</div>					

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: Special Ed student subgroup did not meet the state safeguard in math **Root Cause 4:** Special Ed student subgroup need further differentiation and support to fill in gaps from previous grade levels







Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: Clark High school will increase student learning within the White subgroup in Algebra 1 as evidenced by an increase of students performing at the Approaches level by 4%.

Evaluation Data Source(s) 2: STAAR EOC Algebra 1, Semester Exam and MAP data

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue goal due to lack of data without EOC testing during Covid-19 closures.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy 1) Grade level collaborative teams including support personnel will meet weekly to plan instruction. Each meeting will include: 1. Agenda 2. Data reviewed 3. Planning protocol 4. Discussion of 4 critical questions	Campus Administrator	- Lesson plans clearly identify differentiated instruction - Lesson plans have adaptations for specific student groups			
	Problem Statements: Demographics 2				
<div> = Accomplished = No Progress = Discontinue</div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: White student subgroup did not meet the state safeguard in math Root Cause 2: White student subgroup need further differentiation and support to fill in gaps from previous grade levels







Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 3: Clark High school will increase student learning within the Asian subgroup in Algebra 1 as evidenced by an increase of students performing at the Approaches level by 9%.

Evaluation Data Source(s) 3: STAAR EOC Algebra 1, Semester Exam and MAP data

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue goal due to lack of data without EOC testing.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy 1) Grade level collaborative teams including support personnel will meet weekly to plan instruction. Each meeting will include: 1. Agenda 2. Data reviewed 3. Planning protocol 4. Discussion of 4 critical questions	Campus Administrator	- Lesson plans clearly identify differentiated instruction - Lesson plans have adaptations for specific student groups			
	Problem Statements: Demographics 3				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Asian student subgroup did not meet the state safeguard in math Root Cause 3: Asian student subgroup need further differentiation and support to fill in gaps from previous grade levels

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Pamela Clark	Principal
Administrator	Albert Gallo	Assistant Principal
Administrator	Andrea Wigginton	Assistant Principal
Administrator	John Tedford	Assistant Principal
Administrator	Natalie Bauerkemper	Assistant Principal
District-level Professional	Lori Saenz	Director Assessment and Accountability
Classroom Teacher	Kim Cross	ELA
Classroom Teacher	Melissa Moses	ELA
Classroom Teacher	Jaime Longley	Math
Non-classroom Professional	Lori Nicks	Instructional Specialist
Non-classroom Professional	Monica Luckey	Special Education
Classroom Teacher	Courtney Clark	Math
Classroom Teacher	Alexis Wilkinson	AVID Coordinator
Classroom Teacher	Mikel Salsgiver	Science
Classroom Teacher	Casie Gall	Science
Classroom Teacher	Amber Carter	Math
Classroom Teacher	Alexis Betz	Social Studies
Classroom Teacher	Nicole Vickerman	Social Studies
Classroom Teacher	Ann Loeffler	LOTE
Classroom Teacher	Lorena Menesis	LOTE
Classroom Teacher	Sarah Moore	Special Education
Classroom Teacher	Anna Skrivanek	ESL

Committee Role	Name	Position
Non-classroom Professional	Cindy Dakota	Counseling Dept Chair
Classroom Teacher	Haley Bolton	CTE Dept Chair
Classroom Teacher	Melissa Corpuz	Fine Arts Team Leader
Classroom Teacher	Brian Eaton	Fine Arts Dept Chair
Business Representative	Randy Gibson	Business Owner
Parent	Cynthia Flores	PTA President

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> K-5 Ensure students are receiving daily unstructured play during recess. K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> 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. Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local Utilize social media to keep parents and community informed. Funding source: State and Local PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	