

Plano Independent School District

Clark High School

2020-2021



Board Approval Date: October 20, 2020

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

Student Learning

Student Learning Summary

Clark High School Goals Including HB3 CCMR Goals: (see tables in addendum) HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2021 is based on these CCMR increases required from 2019 to 2021. The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I, English I and English II, Biology, and US History for the All Student and Specific student groups. 2019 Baseline Data from 2018-19 TAPR

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2 (Prioritized): English 1 & 2: There is a gap between the All student group Meets performance level on English I & II EOC (72%) and the Special Education (23%) and English Learner (42%) student groups.

Problem Statement 3 (Prioritized): Algebra 1: There is a gap between the All student group Meets performance level on Algebra I EOC (47%) and the Special Education (21%) and Economically Disadvantaged (40%) student groups.

Problem Statement 4 (Prioritized): Biology: There is a gap between the All student group Meets performance level on Biology I EOC (73%) and the Special Education (13%) and Economically Disadvantaged (56%) student groups.

Priority Problem Statements

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

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: English 1 & 2: There is a gap between the All student group Meets performance level on English I & II EOC (72%) and the Special Education (23%) and English Learner (42%) student groups.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Algebra 1: There is a gap between the All student group Meets performance level on Algebra I EOC (47%) and the Special Education (21%) and Economically Disadvantaged (40%) student groups.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Biology: There is a gap between the All student group Meets performance level on Biology I EOC (73%) and the Special Education (13%) and Economically Disadvantaged (56%) student groups.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results

Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- 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
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals










Revised/Approved: September 28, 2020











Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 1: The percent of Clark students that score Meets grade level or above on STAAR EOC English I and II will increase from 72% in 2019 to 75% by June 2021. The Special Education student group performance will increase from 23% in 2019 to 25% in 2021. The English Learner student group performance will increase from 42% in 2019 to 46% in 2021.

Evaluation Data Sources: 2021 STAAR/EOC English I & II

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Grade level collaborative teams including support personnel will meet weekly to plan instruction. Each meeting will include:</p> <ol style="list-style-type: none"> 1. Agenda 2. Data reviewed 3. Planning protocol 4. Discussion of 4 critical questions <p>Strategy's Expected Result/Impact: Walkthrough data Staff Responsible for Monitoring: Department Chair TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize student support periods built in to the master schedule to provide target interventions for students.</p> <p>Strategy's Expected Result/Impact: Increase student performance throughout the year and on EOC exams. Staff Responsible for Monitoring: Building leadership team. TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide additional face-to-face instructional time during selected students asynchronous days.</p> <p>Strategy's Expected Result/Impact: Improvement in student performance across all assessed areas. Staff Responsible for Monitoring: Building leadership team.</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The ESL department will utilize the iLit ELL program, a comprehensive reading intervention program, to improve the ESL students' reading skills.</p> <p>Strategy's Expected Result/Impact: The listening and speaking TELPAS scores will improve since they will understand more of what is being said to them and then be able to respond to their teachers to show that they understood directions and questions.</p> <p>Staff Responsible for Monitoring: ESL Department and Admin</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize interventions on weekends or after school for EOC tested subjects.</p> <p>Strategy's Expected Result/Impact: Increase in EOC performance.</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 1: The percent of Clark students that score Meets grade level or above on STAAR/EOC Algebra I will increase from 47% in 2019 to 50% by June 2021. The Special Education student group performance will increase from 21% in 2019 to 23% in 2021. The Economically Disadvantaged student group performance will increase from 40% in 2019 to 48% in 2021.

Evaluation Data Sources: 2021 STAAR/EOC Algebra I

Summative Evaluation: Significant progress made toward meeting Objective





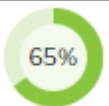





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Grade level collaborative teams including support personnel will meet weekly to plan instruction. Each meeting will include:</p> <ol style="list-style-type: none"> 1. Agenda 2. Data reviewed 3. Planning protocol 4. Discussion of 4 critical questions <p>Strategy's Expected Result/Impact: Walkthrough data Staff Responsible for Monitoring: Department Chair TEA Priorities: Build a foundation of reading and math</p>	Formative		
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<p>Strategy 3: Provide additional face-to-face instructional time during selected students asynchronous days.</p> <p>Strategy's Expected Result/Impact: Improvement in student performance across all assessed areas. Staff Responsible for Monitoring: Building leadership team. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Clark students that score Meets grade level or above on STAAR/EOC Biology will increase from 73% in 2019 to 75% by June 2021. The Special Education student group performance will increase from 13% in 2019 to 15% in 2021. The English Learner student group performance will increase from 47% in 2019 to 49% in 2021.

Evaluation Data Sources: 2021 STAAR/EOC Biology I

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize student support periods built in to the master schedule to provide target interventions for students. Strategy's Expected Result/Impact: Increase student performance throughout the year and on EOC exams. Staff Responsible for Monitoring: Building leadership team.</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide additional face-to-face instructional time during selected students asynchronous days. Strategy's Expected Result/Impact: Improvement in student performance across all assessed areas. Staff Responsible for Monitoring: Building leadership team. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2020-21 SBIC

Committee Role	Name	Position
Administrator	Albert Gallo	
Administrator	John Tedford	
Administrator	Pamela Clark	
Administrator	Natalie Bauerkemper	
Administrator	Qiana Elam	
Classroom Teacher	Casie Gall	
Classroom Teacher	Mikel Salsgiver	
Classroom Teacher	Ashley Hendrickson	
Classroom Teacher	Ann Loeffler	
Classroom Teacher	Kim Cross	
Business Representative	Randy Gibson	
Parent	Nadine Murphy	
Classroom Teacher	Anna Bernabo	
Classroom Teacher	Melissa Moses	
Classroom Teacher	Melissa Corpuz	
Classroom Teacher	Amber Carter	
Classroom Teacher	Courtney Clark	
Classroom Teacher	Jaime Longley	
Classroom Teacher	Lorena Menesis	
Classroom Teacher	Haley Bolton	
Non-classroom Professional	Monica Luckey	
Classroom Teacher	Sarah Moore	
Non-classroom Professional	Lauren Sturch	
Non-classroom Professional	Jennifer McConaughy	
Non-classroom Professional	Jordan Smith	
Student	Kim Torten Rabinowitz	
District-level Professional	Lori Saenz	

Addendums

Clark - STAAR EOC Biology (Grade 9)

The percent of Biology students that score Meets grade level or above on STAAR EOC Biology will increase from 73% in 2019 to 75% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
74% 2019 Baseline: 73%	75%	76%	77%	78%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	47	62	83	*	90	*	70	13	56	90	47	78	55	73
2020	48	63	83	*	90	*	70	14	57	91	48	78	56	74
2021	51	66	83	*	90	*	71	15	60	92	49	78	57	75
2022	54	68	84	*	91	*	72	17	63	94	50	79	59	76
2023	58	72	84	*	91	*	74	20	67	96	52	79	61	77
2024	63	77	85	*	92	*	76	23	72	99	55	80	64	78
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

Clark High School 2020-21 Algebra I and English I and II Performance Objectives

Clark Algebra 1 Goal														
The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 47% in 2019 to 50% by June 2021.														
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	34	42	55	*	73	*	38	21	40	67	44	50	40	47
2021	42	49	56	*	75	*	39	23	48	76	48	51	49	50
2019-2021	8	7	1	*	2	*	1	2	8	9	4	1	9	3

Clark English I and II Goal														
The percent of students taking the English I & II EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 72% in 2019 to 75% by June 2021.														
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	44	66	80	*	85	*	79	23	54	78	42	76	55	72
2021	52	73	81	*	87	*	80	25	62	87	46	77	64	75
2019-2021	8	7	1	*	2	*	1	2	8	9	4	1	9	3

Methodology:

HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2021 is based on these CCMR increases required from 2019 to 2021.

The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I and English I and English II for the All Student and Specific student groups.

2019 Baseline Data from 2018-19 TAPR > Performance > STAAR Performance.

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>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 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>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 Campuses Only: 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 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● 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. 		
Principal	<p>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>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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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