

Plano Independent School District

Clark High School

2022-2023



Board Approval Date: September 20, 2022

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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

Student Data: Assessments


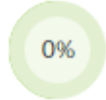

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS







Goals

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 ELAR from 2022 to 2023.

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 68% in 2022 to 69% by June 2023. The Special Education student group performance will increase from 30% in 2022 to 33% in 2023. The English Learner student group performance will increase from 34% in 2022 to 36% in 2023.

Evaluation Data Sources: 2023 STAAR/EOC English I & II

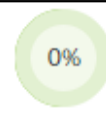
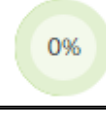

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade level collaborative teams including support personnel will meet weekly to plan instruction. Each meeting will include: 1. Agenda 2. Data reviewed 3. Planning protocol 4. Discussion of 4 critical questions Strategy's Expected Result/Impact: Walkthrough data Staff Responsible for Monitoring: Department Chair TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize student support periods built into the master schedule to provide targeted 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. TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide additional interventions using Student Support Team during student study halls. Strategy's Expected Result/Impact: Improvement in student performance across all assessed areas. Staff Responsible for Monitoring: Building leadership team.	Formative		
	Nov	Feb	June
			






Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize interventions on weekends or after school for EOC tested subjects. Strategy's Expected Result/Impact: Increase in EOC performance. Staff Responsible for Monitoring: Admin. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Staffing/Materials needed for tutorials - 199 State Comp Ed	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Institute a structured schedule for Study Hall: Monday -- Planning, Organization, Reflection Tuesday/Thursday -- Academic Work -- Edgenuity, make up, homework Wednesday -- Teacher choice Friday -- Counseling Option Strategy's Expected Result/Impact: Increase in TEKS mastery resulting in improved EOC Staff Responsible for Monitoring: iLeap teacher and administration	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 2022 to 2023.

Performance Objective 1: The percent of Clark students that score Meets grade level or above on STAAR/EOC Algebra I will increase from 25% in 2022 to 26% by June 2023. The Special Education student group performance will increase from 20% in 2022 to 23% in 2023. The Economically Disadvantaged student group performance will increase from 17% in 2022 to 19% in 2023.

Evaluation Data Sources: 2023 STAAR/EOC Algebra I












Strategy 1 Details	Formative Reviews		
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 Strategy's Expected Result/Impact: Walkthrough data Staff Responsible for Monitoring: Department Chair TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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.	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide additional interventions using Student Support Team during student study halls. 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	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Institute a structured schedule for Study Hall: Monday -- Planning, Organization, Reflection Tuesday/Thursday -- Academic Work -- Edgenuity, make up, homework Wednesday -- Teacher choice Friday -- Counseling Option Strategy's Expected Result/Impact: Increase in TEKS mastery resulting in improved EOC Staff Responsible for Monitoring: iLeap teacher and administration	Formative		
	Nov	Feb	June
	 0%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2022 to 2023.

Performance Objective 1: The percent of Clark students that score Meets grade level or above on STAAR/EOC Biology will increase from 63% in 2022 to 64% by June 2023. The Special Education student group performance will increase from 36% in 2022 to 39% in 2023. The English Learner student group performance will increase from 27% in 2022 to 30% in 2023.









Evaluation Data Sources: 2023 STAAR/EOC Biology I

Strategy 1 Details	Formative Reviews		
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.	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide additional interventions using Student Support Team during student study halls. 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	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Institute a structured schedule for Study Hall: Monday -- Planning, Organization, Reflection Tuesday/Thursday -- Academic Work -- Edgenuity, make up, homework Wednesday -- Teacher choice Friday -- Counseling Option Strategy's Expected Result/Impact: Increase in TEKS mastery resulting in improved EOC Staff Responsible for Monitoring: Increase in TEKS mastery resulting in improved EOC	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: CCMR -- Clark High School will increase student college, career, and military readiness as evidenced by an increase in student participation in PSAT testing and CTE classes.

Performance Objective 1: Clark High School will increase student performance on the PSAT examination 2% by fall 2022

Evaluation Data Sources: College Board Performance reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Guidance counselors will use resources from the College Board to create parent and community awareness regarding the PSAT exam. Strategy's Expected Result/Impact: Increased student engagement in taking the exam. Staff Responsible for Monitoring: Counseling/Administration	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math Department will review data from the college board and align it to the curriculum in order to help students perform on a higher level on PSAT. Strategy's Expected Result/Impact: Increase in teaching practices relevant to the PSAT exam. Staff Responsible for Monitoring: Math Dept./Administration.	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The English Department will review data from the college board and align it to the curriculum in order to help students perform on a higher level on PSAT. Strategy's Expected Result/Impact: Increase in teaching practices relevant to the PSAT exam. Staff Responsible for Monitoring: English Dept/Administration	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Guidance counselors will use resources to inform parents and students of multiple career pathways offerings at CHS. Strategy's Expected Result/Impact: Enrollment in foundational courses of CTE pathways will increase. Staff Responsible for Monitoring: Lead Counselor	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

2022-2023 SBIC

Committee Role	Name	Position
Administrator	Albert Gallo	
Administrator	Pamela Clark	
Administrator	Natalie Bauerkemper	
Classroom Teacher	Mikel Salsgiver	
Classroom Teacher	Ashley Hendrickson	
Classroom Teacher	Ann Loeffler	
Business Representative	Randy Gibson	
Classroom Teacher	Melissa Moses	
Classroom Teacher	Amber Carter	
Classroom Teacher	Courtney Clark	
Non-classroom Professional	Monica Luckey	
Non-classroom Professional	Sarah Moore	
Non-classroom Professional	Jennifer McConaughy	
Administrator	Alexis Wilkinson	
Administrator	Cristina Banaban	
Classroom Teacher	Nicole Vickerman	
Classroom Teacher	jake bywater	
Classroom Teacher	Megan Tsifopanopoulos	
Classroom Teacher	Brian Eaton	
Paraprofessional	James Young	
Paraprofessional	Thenesia Hiten	
Classroom Teacher	Jaime Hall	Classroom Teacher

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Staffing/Materials needed for tutorials		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,500.00
+/- Difference					\$4,500.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$756.00
+/- Difference					\$756.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$52,470.00
+/- Difference					\$52,470.00
Grand Total Budgeted					\$57,726.00
Grand Total Spent					\$0.00
+/- Difference					\$57,726.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Clark

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	212	294	472	5	184	2	137	423	33	145	970	251	1221
2022	45	52	82	60	86	100	30	48	79	34	73	50	68
2023	47	54	83	61	87	100	33	50	80	36	74	51	69
2024	49	56	83	62	87	100	36	52	80	38	74	53	69
2025	51	58	84	63	88	100	40	54	81	41	75	55	70
2026	55	62	86	64	90	100	46	58	83	45	77	58	72
2027	59	66	87	66	91	100	53	62	84	50	78	61	73

HB3 Campus Goals - All Grades STAAR at Meets Standard

Clark

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	124	163	144	3	35	0	105	237	13	90	339	150	489
2022	17	16	40	33	43		20	17	23	17	25	25	25
2023	20	18	41	34	44		23	19	24	19	26	27	26
2024	23	21	43	36	46		26	22	26	21	28	29	28
2025	26	25	45	38	48		30	26	28	24	30	32	30
2026	32	29	47	40	50		35	30	30	28	32	36	32
2027	38	35	50	43	53		42	36	33	33	35	41	35

HB3 Campus Goals - All Grades STAAR at Meets Standard

Clark

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Biology

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	124	178	265	4	104	1	101	265	23	94	538	168	706
2022	37	44	78	75	87	100	36	43	70	27	67	49	63
2023	39	46	79	76	88	100	39	45	71	30	68	51	64
2024	41	49	80	78	89	100	43	48	72	33	69	53	65
2025	44	52	81	80	90	100	47	51	74	38	70	55	66
2026	48	57	83	82	91	100	54	55	76	44	72	58	68
2027	53	62	85	85	93	100	61	60	78	51	74	62	70

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
Principal, Executive Director for Student & Family Services	Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <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 Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <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, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>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. Campus Wellness Plan • 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • 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. • 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, Human Resources	<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, Executive Director for Student and Family Services	<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 		

	<ul style="list-style-type: none">• 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		
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