



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

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**CLARK HIGH SCHOOL**

**2017-2018**

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### **OUR MISSION**

Education through Innovation

# CLARK HS

## Needs Assessment 2017-2018

### Process

In the textbox below document the process you followed when completing the needs assessment.

Committee:

Jerry Woods, Principal

Jill Hackney, Academic Dean

Amanda Mayfield, SSA

Department Coordinators

We reviewed our SIP from 16-17 and also looked at our cumulative data collected over the course of the year in relation to our goals and activities.

We decided that most of our goals remain the same with some changing of activities based on our data from this past school year. Our target populations remain to be SE, ELL, and our at-risk students.

**Data and Campus Practices Review**

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization’s priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

<b>CSF 1: Academic Performance</b>	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input type="checkbox"/> Regression graphs	
<input type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input checked="" type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input checked="" type="checkbox"/> SAT/ACT (High School)	
<input checked="" type="checkbox"/> AP (High School)	
<input checked="" type="checkbox"/> Other      FLEX Data and Surveys	
Findings	<p>Our special education students continue to struggle on state assessments, particularly in English 1 and 2. We saw large gains in Algebra, Biology, and US History with the new online assessment but English remains a weak area for these students.</p> <p>Our ELL population also improved in all areas with the exception of English as well.</p>

<b>CSF 2: Use of Quality Data to Drive Instruction</b>	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input type="checkbox"/> Student attendance	
<input type="checkbox"/> Discipline	

<input checked="" type="checkbox"/> Grades	
<input type="checkbox"/> CDBs	
<input checked="" type="checkbox"/> Common Assessments	
<input checked="" type="checkbox"/> Other      EOC Data	
Findings	Our data shows that we are targeting the right student populations and need to continue to work on growth with our ELL and SE students.

<b>CSF 3: Leadership Effectiveness</b>	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Feedback from staff and students shows that collaboration in working and teachers feel they have a strong voice in the decisions that are made on campus regarding the work we do.

<b>CSF 4: Increased Learning Time</b>	
Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.	
<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	

<input checked="" type="checkbox"/> Tutorials	
<input checked="" type="checkbox"/> Other FLEX Data	
Findings	The first year of FLEX was successful in providing targeted intervention time for students who are behind or struggling to understand concepts. Currently offered 2 times a week but discussions are occurring on if that should be expanded. Pros and cons are talked about with coordinators and teachers to get feedback and input.

<b>CSF 5: Family/Community Engagement</b>	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	We continue to work towards involving parents in the school process. A survey was given to all parents regarding the FLEX program designed to get their feedback. The website is consistently updated and we utilized remind daily to keep everyone informed of happenings and important events on campus.

<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input checked="" type="checkbox"/> Teacher surveys	
<input checked="" type="checkbox"/> Parent surveys	
<input checked="" type="checkbox"/> Student surveys or panels	
<input type="checkbox"/> Discipline	
<input type="checkbox"/> Student attendance	
<input type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	Feedback shows that the school climate at Clark is positive and inclusive.

<b>CSF 7: Teacher Quality</b>
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Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other

Findings	The staff misses the teacher led, campus based PD. They felt it was relevant and gave them choices as to their professional learning.
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### Priority Needs

Based on the needs assessment, the following are campus priority needs:

#### Priority Need 1

Special Education students are not passing the English EOC exams at the same rates as the other EOC exams.

CSF 1 Academic Performance

#### Priority Need 2

ELL students are not passing the English EOC exams and long term ELL students are not showing progress.

CSF 1 Academic Performance

#### Priority Need 3

Additional intervention time during the school day is crucial for struggling students.

CSF 1 Academic Performance  
CSF 4 Increased Learning Time

**Campus: CLARK HS**

**School Improvement Plan Signatures**

**School Advisory Team approves the full campus improvement plan.**

**Date of SAT Meeting: 06/01/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Jerry Woods	
Parent Community Representative	Elizabeth Henderson	
Staff Representative	Amanda Mayfield	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
David Lopez	Staff Member
Amy Gonzales	Staff Member
Rolanda De Los Santos	Staff Member
Marjan Switzer	Staff Member
Kim Nguyen	Parent
Tracey Kotara	Parent
Kelly Berg	Community Member
John Henderson	Business Representative
Dr. Jerry Woods	Principal
Jill Hackney	Administrator
Melissa Grijalva	Administrator

**CAMPUS: CLARK HS**

**CAMPUS STAFF DEVELOPMENT PLAN 2017-2018**

**FOR CERTIFICATION PURPOSES:** Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

**INSTRUCTIONS:** In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

**Staff Development to be Offered**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017		FLEX & T-TESS Refreshers	Instruction	All Teachers	All		6
08/22/2017		Data Analysis 16-17; State of the Campus, PLC Goals and Expectations	Collaboration	All Staff	All		6
08/23/2017		Clark Culture & Procedures, Counselors, Safety and Medical Alerts, Discipline Procedures	Classroom Management	Teachers	All		3
10/09/2017		Teacher Leaders - Best Practices that Work in the Classroom	Technology Integration	Teachers	All		3
11/20/2017		Teacher Choice					
11/21/2017		Teachers Choice					
02/19/2018		Goal Reflection and Redirections - Are we on track?	Instruction	Teachers	All		3



**Staff Development on Late Start Dates**

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
09/06/17		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Curriculum				.5
09/20/17		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Instruction				.5
10/04/17		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Assessment				.5
10/18/17		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Collaboration				.5
11/01/17		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Technology Integration				.5

11/29/17		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Curriculum				.5
12/13/17		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Instruction				.5
01/10/18		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Assessment				.5
01/31/18		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Collaboration				.5
02/14/18		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Technology Integration				.5
02/28/18		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Curriculum				.5

03/07/18		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Instruction				.5
03/21/18		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Assessment				.5
04/11/18		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Collaboration				.5
04/25/18		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Technology Integration				.5
05/16/18		Department/Level Meetings designed from development of curriculum ideas, common assessments, sharing of best practices, and examining data	Assessment				.5

CAMPUS: CLARK HS

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

ELAR 1 EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	79%	64%	80%	60%	76%	81%	66%	13%	85%
African-American	63%	38%	70%	48%	71%	71%	45%	6%	75%
Hispanic	75%	59%	80%	53%	73%	81%	64%	9%	85%
White	90%	79%	90%	76%	85%	84%	77%	22%	90%
Economically Disadvantaged	65%	44%	75%	49%	65%	71%	49%	5%	80%
Special Education	26%	18%	50%	21%	35%	40%	30%	8%	60%
At-Risk	57%	35%	70%	39%	57%	64%	38%	1%	75%
Limited English Proficient	50%	18%	60%	20%	18%	31%	14%	0%	60%
Asian	77%	66%	85%	83%	80%	87%	60%	17%	90%
American Indian	N/A	N/A	N/A	59%	83%	100%	100%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	63%	92%	100%	100%	0%	100%
Two or More	83%	75%	85%	74%	86%	85%	77%	23%	100%

ELAR 2 EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	81%	63%	85%	63%	75%	79%	65%	13%	85%
African-American	58%	40%	75%	51%	68%	57%	36%	6%	75%
Hispanic	75%	57%	80%	56%	73%	78%	63%	9%	80%
White	92%	76%	92%	79%	84%	85%	75%	24%	90%
Economically Disadvantaged	65%	42%	75%	52%	65%	63%	43%	6%	75%

Special Education	39%	12%	50%	23%	31%	32%	23%	9%	50%
At-Risk	54%	24%	70%	40%	54%	54%	34%	3%	70%
Limited English Proficient	48%	19%	60%	17%	20%	15%	4%	0%	60%
Asian	94%	74%	95%	82%	76%	75%	65%	8%	90%
American Indian	N/A	N/A	N/A	60%	90%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	60%	75%	N/A	N/A	N/A	100%
Two or More	94%	59%	95%	76%	84%	88%	76%	16%	100%

### ALGEBRA I EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	88%	53%	90%	82%	88%	93%	66%	32%	95%
African-American	72%	38%	80%	73%	85%	84%	54%	36%	85%
Hispanic	88%	50%	90%	80%	87%	92%	64%	29%	90%
White	93%	65%	94%	90%	93%	97%	73%	36%	98%
Economically Disadvantaged	85%	40%	90%	77%	84%	91%	57%	24%	93%
Special Education	51%	26%	60%	47%	64%	71%	30%	12%	75%
At-Risk	80%	31%	85%	71%	83%	90%	50%	16%	93%
Limited English Proficient	88%	27%	90%	63%	71%	87%	42%	22%	90%
Asian	85%	65%	90%	96%	90%	100%	74%	58%	100%
American Indian	N/A	N/A	N/A	79%	100%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	83%	85%	100%	100%	100%	100%
Two or More	94%	59%	95%	87%	94%	100%	62%	23%	100%

### BIOLOGY EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	

All Students	92%	73%	95%	86%	92%	95%	75%	29%	97%
African-American	86%	48%	90%	79%	90%	90%	60%	16%	93%
Hispanic	91%	68%	95%	82%	90%	94%	72%	22%	95%
White	98%	87%	98%	93%	96%	98%	84%	44%	99%
Economically Disadvantaged	85%	55%	90%	80%	87%	91%	63%	16%	93%
Special Education	55%	27%	65%	54%	68%	78%	35%	9%	80%
At-Risk	82%	47%	90%	75%	85%	90%	51%	6%	93%
Limited English Proficient	77%	25%	75%	59%	67%	71%	21%	2%	75%
Asian	82%	74%	85%	95%	92%	100%	81%	45%	100%
American Indian	N/A	N/A	N/A	86%	100%	100%	100%	100%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	85%	96%	100%	0%	0%	100%
Two or More	100%	86%	95%	93%	99%	100%	74%	26%	100%

#### US HISTORY EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	96%	78%	96%	92%	96%	97%	85%	58%	99%
African-American	88%	58%	90%	87%	93%	97%	67%	41%	99%
Hispanic	95%	74%	96%	90%	96%	96%	80%	48%	99%
White	98%	88%	99%	96%	97%	99%	95%	74%	100%
Economically Disadvantaged	91%	63%	93%	88%	93%	95%	71%	40%	95%
Special Education	58%	30%	65%	64%	78%	82%	43%	19%	80%
At-Risk	87%	51%	90%	84%	91%	92%	61%	28%	95%
Limited English Proficient	83%	17%	80%	69%	76%	100%	50%	17%	95%
Asian	95%	74%	95%	96%	96%	100%	97%	77%	100%
American Indian	100%	100%	N/A	92%	100%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	100%	50%	N/A	91%	81%	N/A	N/A	N/A	100%
Two or More	96%	96%	98%	95%	98%	95%	84%	63%	100%

**ATTENDANCE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.3%	95%
African-American	95.4%	95.8%	93.4%	95%
Hispanic	95.6%	95%	93.7%	95%
White	96%	95.8%	94.9%	96%
Economically Disadvantaged	95.4%	94.4%	92.3%	94%
Special Education	94.5%	93.9%	91%	94%
Limited English Proficient	96.4%	95.8%	93.6%	95%
Asian	97.8%	96.8%	96.7%	98%
American Indian	95.3%	95.2%	95.3%	96%
Hawaiian Pacific Islander	95.5%	96.1%	95.6%	97%
Two or More	95.9%	96%	94.3%	95%

**COMPLETION RATE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	97.2%	98%
African-American	90.5%	96.6%	90.3%	95%
Hispanic	92.1%	96.7%	97.3%	98%
White	96%	98%	99%	99%
Economically Disadvantaged	91.1%	94.5%	92.2%	95%
Special Education	89.5%	94.1%	93.1%	94%
Limited English Proficient	81.3%	84.4%	69.2%	75%
Asian	97.9%	98.2%	88.9%	90%
American Indian	91.8%	100%	N/A	100%
Hawaiian Pacific Islander	93.7%	100%	N/A	100%
Two or More	94.6%	99.5%	100%	100%

**ADVANCED MEASURES**

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% Advanced Course/Dual Enrollment Completion	38%	37%	45%
Number of AP Test Takers	6996	695	725
Number of AP Tests Taken	14110	1555	1600
% Scoring 3 or Higher AP Exams	43%	62%	65%
% College-Ready Graduates-ELA	45%	55%	60%
% College-Ready Graduates-Math	37%	49%	55%
SAT Total Score Mean	990	1050	1070
SAT Reading/Writing Section Mean	500	530	540
SAT Math Section Mean	490	520	530

**GRADUATION RATE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%	95%	97%
African-American	85.4%	94.8%	80.6%	90%
Hispanic	86.9%	94.9%	95.4%	96%
White	93.4%	96.7%	97%	98%
Economically Disadvantaged	86%	92.3%	88.3%	90%
Special Education	77.9%	92%	87.9%	90%
Limited English Proficient	71.3%	77.6%	69.2%	75%
Asian	95.7%	95.4%	88.9%	90%
American Indian	87.4%	100%	N/A	100%
Hawaiian Pacific Islander	88%	100%	N/A	100%
Two or More	90.8%	99.5%	100%	100%



## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Special Education students are not passing the English EOC exams at the same rates as the other EOC exams.

Goal : System Safeguard: 90% of Special Education students will either pass or show progress on the EOC assessments, with an emphasis on the English EOC's.

#### Goal Details

Student Groups Impacted	Special Education
Funding Needed	
Timeline for Implementation	Ongoing throughout the school year.
November Progress Check	We have been using the Kurzweil system across the tested areas to help familiarize our SE students with the design of the online STAAR exams. We have implemented the use of Chromebooks in all of our English 1 & 2 Collab classes for students to use daily in order to become even more familiar with the online environment. We are using FLEX to provide small group reteach for SE students to strengthen their writing skills as well. Planning days have been used to hone in on key ideas and concepts for our SE students in regards to the curriculum.
March Progress Check	Case managers and SE teachers have been monitoring students intervention time in order provide additional instruction and remediation for struggling students. FLEX is being utilized for additional assistance, benchmarks, and follow ups on reteaching material. Online practice for the EOC is also being used as we are approaching the testing season so our SE students are more comfortable and familiar with the online environment.
June Progress Check	Our EOC scores came in and while we didn't improve in every area, we did improve quite a bit in English 2 with our SE students, which was one of our major focus areas. Even though the data doesn't always show it, the majority of our SE students did show growth over the course of the year, as measured through teacher data and our SLO data that we collected at the English 1 level.

Activity 1

Activity	Utilize Department Coordinators to determine and set criteria for "growth" for Special Education Students on the EOC exams. This criteria will be revisited and revised as needed throughout the year.
Person Responsible	Coordinators, Level Leads, AD
Monitoring Measures	EOC Data, Common Assessments, CDB's.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Provide consistent instruction on the STAAR Online assessment for all test takers a minimum of 3 times per year. Tested areas are utilizing Kurzweil for all common assessments so students will be familiar with the online assessment format.
Person Responsible	Collaborative teachers, SE teachers, Dept. Coordinators, AD, Case Managers
Monitoring Measures	Collection of data usage and growth from the online programs
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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### Activity 3

Activity	With this targeted group of students we will analyze their intervention data to inform instruction every 3 weeks.
Person Responsible	Case Managers, Collaborative Teachers, Dept. Coordinators, AD
Monitoring Measures	Dept. Coordinator will follow up with intervention teachers to report progress, needs, etc. FLEX data will be monitored to ensure students are being flagged for intervention.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

Activity	Utilize a teen leadership course to provide self-management and self-advocacy skills to Special Ed Students
Person Responsible	Dept. Coordinator, Teacher of record, Case Managers
Monitoring Measures	Grades, attendance, participation
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Activity 5**

Activity	Utilize a transition fair for SE students from 8th to 9th grade and from 12th grade to post secondary.
Person Responsible	Campus Coordinator, Dept. Coordinator, Case Managers
Monitoring Measures	Implementation of event, attendance
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 2**

Need : ELL students are not passing the English EOC exams and long term ELL students are not showing progress.

Goal : System Safeguard: Continue campus-wide structures and monitoring of ELL students; have a targeted focus on the 11th and 12th grade retesters.

**Goal Details**

Student Groups Impacted	ELL
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Funding Needed	
Timeline for Implementation	Ongoing throughout the year
November Progress Check	We have met regularly as an ELL team (including our ELL counselor) to monitor and adjust student schedules based on appropriate placements. We consistently watch their progress, or lack thereof, and make moves accordingly. We are implementing a new program, Language Live, to try and help our ELL students build stronger reading and writing skills. We have trained our ELL teachers and implemented a plan for helping our students. We are also utilizing intensive intervention for our EOC retesters as they prepare for the December tests.
March Progress Check	We continue to watch our ELL students very closely and make adjustments to their schedules and classes as needed. The use of the Language Live program in our SOL Reading classes has been hugely successful thus far, with data showing lexile growths in our students, which leads to stronger vocabulary and comprehension skills. Our ELL coach continues to pull groups of students for targeted and focused EOC prep as EOC's are approaching. We still meet at least once a month as a whole ELL team to make sure we are all on the same page and our students are being served as best we can. The ELL coach, the lead ELL teacher and myself meet weekly.
June Progress Check	Our ELL students are continuing to make progress across the board. Our EOC results show that only 7 LEP students did not pass the Algebra 1 EOC, 3 in US History, and 12 in Biology. Most of these failures come from students who are still struggling with language acquisition because they have not been in the country for a long period of time. English is something that we are consistently monitoring and making adjustments to so that our ELL students can experience more success in that area as well. Reading and writing to comprehension in a new language is challenging for our students but they work very hard and have made tremendous progress over the course of the school year.

#### Activity 1

Activity	Provide additional reading and writing instruction for ELL students during campus intervention time as well as during lunches
Person Responsible	ELL Coach, ESL Teachers
Monitoring Measures	Attendance rosters for Intervention, work samples, growth on assessments.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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### Activity 2

Activity	Utilize remind to communicate at least 2 times per month with ELL parents to educated them and involve them in the school community.
Person Responsible	ELL Coach, ESL Teacher, AD
Monitoring Measures	Remind Account
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Create a monthly support group for targeted ELL students, led by a counselor with significant ELL experience.
Person Responsible	Head Counselor, Counselor for group, ELL Coach
Monitoring Measures	Scheduled monthly group meetings
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 4

Activity	Design and execute a reception for ELL parents to come into the school to build relationships and foster working together.
Person Responsible	ELL Coach, ELL Teachers, AD, Principal
Monitoring Measures	Attendance of parents at event
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 3**

**Need :** Additional intervention time during the school day is crucial for struggling students.

**Goal :** Continue and possibly expand 2x/week 30-minute campus-wide intervention, to include all students.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Ongoing throughout the year.
November Progress Check	We have expanded our FLEX program this year to 3 days per week (one additional day) and as of now things are running well. We are constantly re-evaluating, making changes, and getting feedback from students and teachers in regards to pros/cons of the program. Data shows that about 1/2 the campus flagged each day for FLEX - allowing 1500 students to get additional help from their teacher each day. Feedback is positive and many parents have commented that FLEX has really helped their own child be successful at Clark.
March Progress Check	FLEX is still running smoothly, however at this point in the year it is difficult to keep up with the students who are non-compliant as the numbers grow. We meet as an Intervention team to address these students and make sure that no one is slipping through the cracks of the system. We are constantly re-evaluating and tweaking our procedures to best serve our students and teachers and keep the FLEX time as a sacred time for intervention for those students who need additional time and support.
June Progress Check	As our 2nd year of FLEX comes to an end, we have continued to learn a lot and make adjustments. In an end of year survey we just conducted with the teachers it was overwhelmingly in favor of the FLEX program and how they feel it has allowed them more time with their students in a one-on-one setting. Next year we hope to find new ways to integrate some of our electives into the FLEX program now that we have developed such a strong base.



Activity 1

Activity	Train (new)teachers and all students within the first 3 weeks of school regarding logistics, processes, and the purpose of intervention time
Person Responsible	AD, Intervention Specialists, teachers
Monitoring Measures	Campus calendar for scheduled trainings
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Include in teacher interviews questions regarding how a candidate would utilize intervention time.
Person Responsible	AD, Principal, Dept. coordinator
Monitoring Measures	Interviews, follow up once hired.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	During campus-wide intervention time, provide enrichment to include steps that students need to make in order to move from intervention into enrichment.
Person Responsible	Teachers, Intervention Specialists
Monitoring Measures	Number of students moving from intervention into enrichment.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 4

Activity	Utilize intervention time for students to get additional help with areas of struggles, as well as provide students time to experience enrichment activities that are focused towards improvement in AP, SAT, etc.
Person Responsible	Teachers, Admin, Counselors
Monitoring Measures	Intervention/Enrichment rosters
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 5

Activity	Provide guidance and opportunities for teachers to collaborate on FLEX time and use as re-teach for targeted students.
Person Responsible	Teachers, Dept. Coordinators, AD
Monitoring Measures	Monitor PLC's and provide time for levels to plan targeted interventions.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	