Fort Worth Independent School District

115 George C. Clarke Elementary School

2023-2024 Improvement Plan

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 8
- School Processes & Programs 11
- Perceptions 13

Priority Problem Statements 15

Comprehensive Needs Assessment Data Documentation 16

District Goals 18
- District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024. 19
- District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024. 24
- District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 28
- District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment. 30

Campus Funding Summary 36

Comprehensive Needs Assessment

Revised/Approved: May 15, 2023

Demographics

Demographics Summary

The school has a 90.2% economically l ® ᵀ ˜ Ø ! " !

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Two or More Races	0	0.0%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile	6	13.6%	17.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	4	3.4%	11.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	15	5.6%	16.6%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	47	14.5%	21.8%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	1.1%	1.9%	0.0%	2.0%	5.2%
Grade 1	0.0%	1.2%	2.9%	0.0%	1.3%	4.2%
Grade 2	0.0%	1.0%	1.7%	0.0%	0.5%	2.2%
Grade 3	0.0%	0.6%	1.0%	0.0%	0.6%	1.0%
Grade 4	0.0%	0.6%	0.7%	0.0%	0.7%	0.7%
Grade 5	0.0%	0.3%	0.5%	0.0%	0.9%	0.7%
Grade 6	-	0.4%	0.6%	-	0.4%	0.6%
Grade 7	-	0.6%	0.7%	-	1.6%	0.7%
Grade 8	-	0.3%	0.6%	-	1.0%	

Class Size Information	Campus	District	State
Grade 6	-	13.9	19.2
Secondary:			
English/Language Arts	-	12.1	16.3
Foreign Languages	-	12.6	18.4
Mathematics	-	12.2	17.5
Science	-	13.3	18.5
Social Studies	-	15.0	19.1

Demographics Strengths

Increased projection of enrollment due to families choosing to come to George C. Clarke. Multiple generations of families remain at George C. Clarke. Many staff members have long positive relationships with families as they go back generations.

36% of students at GCC are Emergent Biliguals. 73% of these studnets received Approaches or better on their STAAR assessments.

Our Emergent Billigual students Met the state manadated target on TELPAS for English Language Proficiency.

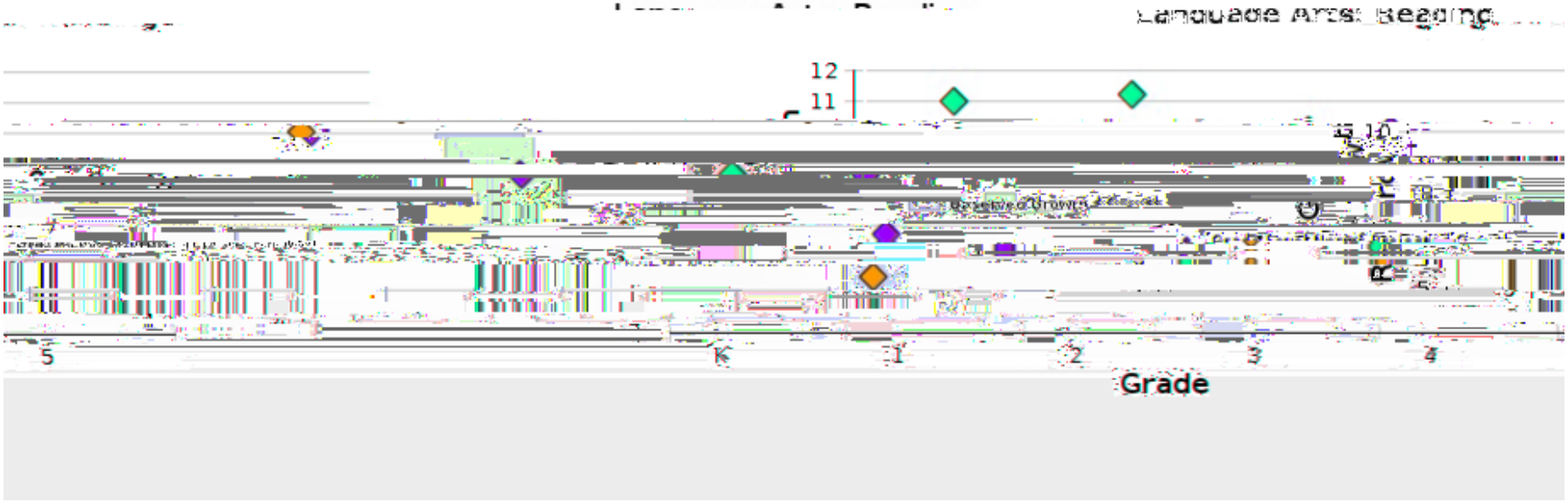
We provide services in Dual Language One-way, ESL, gifted and talented, special education, dyslexia, and fine arts.

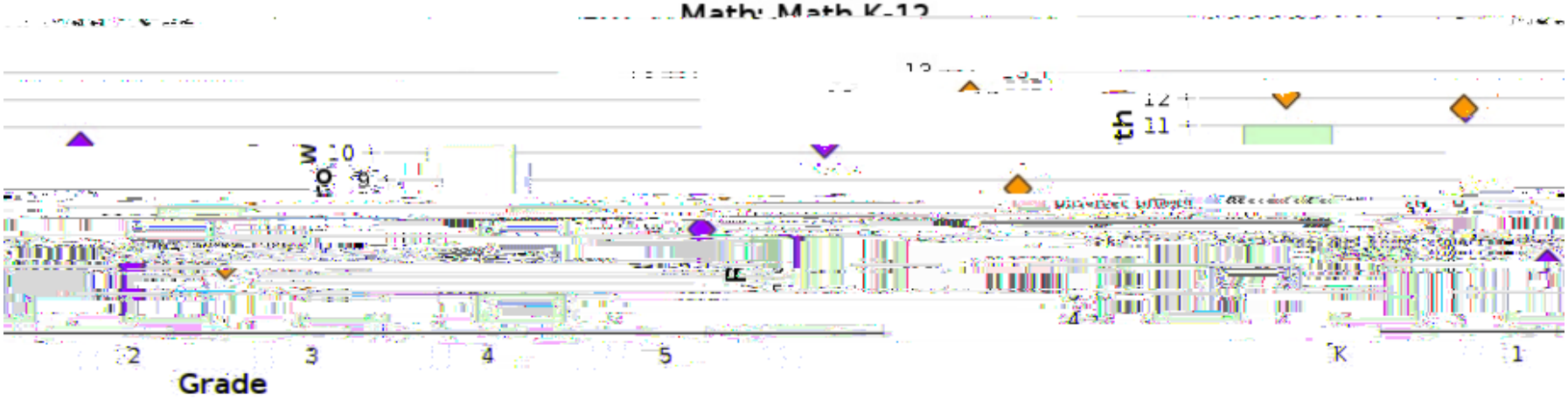
GCC views children from a "whole child" approach. We offer many engaging and exciting opportunities for our students that other schools don't. Our school offers soccer, football, softball, and cheerleading. We also have an After School Program that offers varying types of engaging activities. We partner with organizations like Academy 4 and Leaders 5 to teach and instill leadership skills that students need for success in college and beyond. We organize large community events and engage local community members and former students to come and present to students at events like Career Day and our Fall Festival.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The following student groups did not meet their target for Math STAAR: Hispanic, Economically Disadvantaged, and English Learners. **Root Cause:** There is a lack of data-driven instruction in Math aligned to teacher and campus interventions necessary to fill in the gaps.

Problem Statement 2: 86 Hispanic students are labeled as Chronically Absent. **Root Cause:** Campus did not have schoolwide system to monitor/motivate/celebrate students with individualized plans targeting chronic absenteeism.


Language Arts: Reading
12
11
10
K
1
2
3
4
5
Grade


Math: Math K-12
12
11
10
K
1
2
3
4
5
Grade

There has been consistent growth at George C. Clarke as evidenced by the following points:

- Lexia Core 5 data shows 25% on grade level or above at the beginning of the year to 71% on grade level or above in April.
- 88 scaled score on TEA Academic Growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 42% of students in K-5 met their projected MAP Reading (English) Growth for Middle-of-Year (22-23) testing. **Root Cause:** Daily instructional activities in Reading are not consistently aligned to the rigor of the TEKS.

Problem Statement 2: Only 40% of students in K-5 met their projected MAP Math Growth for Middle-of-Year (22-23) testing. **Root Cause:** There is a lack of data-driven instruction in Math aligned to teacher and campus interventions necessary to fill in the gaps.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): SEL curriculum has not been consistently implemented in PK -5th grade classrooms as evident in lesson plans submitted and walkthroughs. **Root Cause:** Implementation of SEL lessons has not been consistently implemented in all classrooms as a result of lack of systematic PD, resources, and monitoring.

Problem Statement 2 (Prioritized): Standards based campus-wide interventions necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data. **Root Cause:** Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

Perceptions

Perceptions Summary

The office staff at the school is service-oriented, and they provide positive customer service to all parents and stakeholders.

plans targeting chronic absenteeism.

Problem Statement 2:

Priority Problem Statements

Problem Statement 1: Only 42% of students in K-5 met their projected MAP Reading (English) Growth for Middle-of-Year (22-23) testing.

Root Cause 1: Daily instructional activities in Reading are not consistently aligned to the rigor of the TEKS.

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
  Student Achievement Domain

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
  Parent engagement rate

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 56% to 70% by May 2023.
*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 34% to 50% by May 2023.
*Increase the percentage of English Learner students from 80% to 95% by May 2023.

Evaluation Data Sources: MAP Fluency

1

Build collective efficacy by utilizing the expertise of Data Analyst and Computer Lab Assistant to ensure all campus goals are monitored and improved as necessary.

Strategy's Expected Result/Impact: Increase in student achievement evident after every assessment.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:

Action Step 2 Details	Reviews
Action Step 2: Computer Lab Assistant will support all student learning data and collaborate in creating action plans to increase student achievement. **Provider / Presenter / Person Responsible:** Computer Lab Assistant **Date(s) / Timeframe:** August-May **Collaborating Departments:**	

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

1 Increase the percentage of Kinder students who score On Track on TX-KEA Math from 33% to 60% by MOY 2023.

Data meeting PLCs at least once a month to review standards-based data and make adjustments in instruction.

Strategy's Expected Result/Impact: Increased achievement in math as evidenced in MAP Growth and Progress Learning.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, Instructional Coach

Title I:
2.4
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews
Action Step 1: Incorporate data focused PLCs into the master calendar **Intended Audience:** K-5 Teachers **Provider / Presenter / Person Responsible:** Data Analyst **Date(s) / Timeframe:** September-May	

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 43% to 70% by May 2023.
Increase the percentage of Hispanic students from 43% to 70% by May 2023.

1

Improve the quality and alignment of Tier 1 instruction for all students through the use of Standards-Based planning to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction occurring daily. Monitor standards-based learning of all students, with a specific monitoring plan for BIL and SpEd students.

Strategy's Expected Result/Impact: Walkthroughs will show teacher evidence of monitoring, lesson adjustments, checks for understanding (as evaluated by T-TESS)

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:
2.4, 2.6
- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews
Action Step 1: Classroom walkthroughs for all teachers, with a specific check on Standards-Based math instruction. Lesson plans will be submitted and checked by administration every week. **Intended Audience:** K-5 Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August-May **Collaborating Departments:** Instructional Coach **Delivery Method:** In-Person	**Formative**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 43% to 55% by May 2023.

Increase the percentage of Hispanic students (English) from 43% to 55% by May 2023.

Develop and maintain a Reading data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes utilizing unit assessments, Benchmark 1, and Benchmark 2 data. Implement MTSS meetings into the master calendar.

Strategy's Expected Result/Impact: Growth measure goals are set after every assessment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Data Analyst, Instructional Coach

Title I:
2.5
- **TEA Priorities:**
Improve low-performing schools

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Utilize data to make informed decisions about students to place in Saturday Learning Quest, high impact tutoring, and MTSS progress monitoring. **Intended Audience:** All Teachers **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Data Analyst, Instructional Coach **Date(s) / Timeframe:** September-April **Delivery Method:** In-Person				
No Progress Accomplished Continue/Modify Discontinue				

Problem Statement 2: Standards based campus-wide interventions necessary to fill in the gaps for Math and Reading has not been consistently implemented in K-5th classrooms as evident in student data. **Root Cause**: Implementation of standards based campus-wide interventions has not been consistently implemented as a result of lack of systematic planning and monitoring.

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Decrease the number and percentage of Hispanic students that are labeled as Chronically Absent from 86 to 20 by May 2024.

High Priority

Evaluation Data Sources: Attendance

Utilize the Student Support Team to monitor absences and create individualized student plans.

Strategy's Expected Result/Impact: Decrease the number of absences with a particular focus on chronically absent students.

Staff Responsible for Monitoring: SST

Title I:
2.4
- **TEA Priorities:**
Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Develop an incentive system for improved absences for every six weeks. **Intended Audience:** All Students **Provider / Presenter / Person Responsible:** Assistant Principal **Date(s) / Timeframe:** August-May **Collaborating Departments:** Principal, Family Engagement Specialist, Data Clerk **Delivery Method:** In-Person				
No Progress — Accomplished — Continue/Modify — Discontinue				

Problem Statement 1: 23% of students are chronically absent with 10 or more absences per year. Grade level data shows that the current PK, Kindergarten, and 4th grade students have the highest percentage of chronic absenteeism. **Root Cause**: Campus did not have schoolwide system to monitor/motivate/celebrate students with individualized plans targeting chronic absenteeism.

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Decrease the overall number of discipline referrals by school personnel from 3 to 0 by May 2024.
Decrease the number of discipline referrals by school personnel for Hispanic students from 3 to 0 by May 2024.

Evaluation Data Sources: Focus

1

Utilize the Student Support Team to monitor student behaviors and create individualized student plans.

Strategy's Expected Result/Impact: Decrease the number of behavioral infractions with a particular focus on students with high-need behaviors.

Staff Responsible for Monitoring: SST

Title I:
2.4

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews
Action Step 1: Develop an incentive system for improved behaviors for every six weeks through Cougar Character Awards and Spirit Rallies. **Intended Audience:** All Students	

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

1 Decrease the number of out-of-school suspensions for Hispanic students from 1 to 0 by May 2023.

Incorporate SEL into master schedule.

Strategy's Expected Result/Impact: Improved emotional regulation for all students.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:
2.6

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews		
Action Step 1: Include SEL curriculum into the campus intervention schedule (WIN Time) **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** August-May **Collaborating Departments:** Principal, Assistant Principal, Counselor **Delivery Method:** In-Person	**Formative**		**Summative**
	Nov	**Jan**	

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

1 Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 15 to 25 by May 2024.

Plan family (student and parent) engagement events and include partners such as PTO.

Strategy's Expected Result/Impact:

Campus Funding Summary

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	2	PK Instructional Materials	Supplies and materials		

BEA (199 PIC 25)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	3	Instructional Materials	Reading materials - instruction	199-11-6329-001-115-25-313-000000	$2,329.00
						Sub-Total	$2,329.00
						Budgeted Fund Source Amount	$2,329.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)							
District	**School Performance**	**Strategy**	**Action**	**Resources Needed**	**Description**	**Account**	**Amount**