



SCHOOLS TO WATCH – TAKING CENTER STAGE

MODEL SCHOOL—VISITOR’S GUIDE



Clark Intermediate School



Designated in 2009

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- <http://www.clovisusd.k12.ca.us/clark/>

2007-2008 School Statistics

(Sources: 2008 API Growth Report; 2008 AYP Report)

Community: Urban fringe of a large city
Enrollment: 1,387
Grade Levels: 7-8
School Schedule: Six periods plus zero-period P.E.

Student Demographics

- 55% White
- 31% Hispanic/Latino
- 9% Asian
- 3% African American
- 2% American Indian/Alaska Native
- 1% Filipino
- 0% Pacific Islander

- 36% Free/Reduced Lunch
- 6% English Learners

2007 API Base: 782

2008 API Growth: 801 (up 89 points since 1999-00)

2008 AYP: Met 25 of 25 criteria

(Visit <http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence

- Teachers collaborate weekly during late-start mornings to address student achievement concerns, collaborate on standards-based best practices, analyze student data, and plan instruction based on identified student needs.
- Teacher Grade Level Evaluations (TGLES) are written prescriptions establishing interventions so students can meet California Content Standards and California High School Exit Exam.
- Teachers use Writing for Excellence, designed for students to continue revising and improving toward excellence in all writing.
- Web Quests are included in much of the curriculum, as are standards-based practice materials such as Scoring High.
- Students scoring Basic, Below Basic, and Far Below Basic in language arts on California Standards Tests attend small group intervention classes called Academic Senate and Read 180.
- Zero-period provides students the opportunity to take P.E. so that they can have an elective while taking an intervention class, or for an additional elective, if not taking an intervention class.

(Continued)

- Cornell notes, outlining, multimedia presentations, formulas, summaries, and oral presentations to demonstrate understanding and application of new skills and concepts are used schoolwide.
- Students are supported through an intensive intervention-based summer school every summer.

Developmental Responsiveness

- The school is organized into learning communities (clusters) that operate as small schools within a school; the cluster reinforces close relationships with the students.
- The Where Everyone Belongs (WEB) program connects students with peers and adults and is key to a family-like atmosphere.
- Students write across the curriculum, including science and math in Problems of the Month.
- Laptop classes are open to all students. Additional laptops (40) are available on a rotational basis in carts for technology, math, and science classes. More computers (32) are available in the media center and are used by, drama, math, and science, and academic block classes.
- A wide variety of electives are available: performing and visual arts, industrial technology, film making, leadership, peer counseling, journalism, yearbook, and Spanish.
- Students participate in Career Day, History Day, Science Olympiad, Science Fair, Math Team, and Destination Imagination.
- One Friday a month is dedicated to a club where every student explores personal interests, possible career opportunities, or topics important to their own lives and experiences.
- Students may participate in competitive sports (football, volleyball, basketball, softball, and baseball), and award-winning bands and choirs.
- The drama department offers a musical and drama production each year.

Social Equity

- A wide range of support—nurses, counselors, resource teachers—help students and their families.
- The principal maintains a Student Voice Committee whose members represent all cultures.
- Every teacher has both a document camera and an LCD projector to better facilitate learning beyond the textbook for every student.
- Teachers use Modality Learning (see, hear, write) to differentiate instructional strategies as well as with Kate Kinsella's reading and writing strategies, Writing for Excellence, and the Writing Initiative.
- Special education teachers co-teach with mainstream teachers.
- Character Counts! lessons are designed to encourage students to make right choices. Students exemplifying character, behavior, and respect of peers are rewarded monthly.
- Loaner laptops are available to all students.

Organizational Support

- An annual needs assessment determines staff development for one to three years.
- Staff members are driven through research to continually improve and to find best practices.
- The principal has several avenues of shared leadership.
- The principal's Grade Level Expectations report details schoolwide objectives and strategies to reach goals.
- Teachers are given the latitude to experiment with instructional strategies.
- The administration partners with nearby universities and provides resources and support for educator training programs and administrator credentialing.