

Stephens Elementary School



Campus Improvement Plan 2016-17

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Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

Building a Community of Learners for Life

School Vision

To create a collaborative, purposeful learning environment; embracing all students while promoting risk-taking and problem solving.

School Values

As professionals, we commit to working together while being positive and respectful.

WIG 1: Through the implementation of engaging, high quality Tier I instructional practices, the percentage of Stephens Elementary students who receive regular Tier II and Tier III intervention will decrease by 10% between September 2016 and June 2017, as evidenced by district and campus level formative/summative assessments in the areas of reading and mathematics.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Hold CLT meeting to review the results of CNA Subcommittees (May 2016)	CLT Members		1, 8	CLT Agenda and Meeting Minutes; Sign-In Sheet	Draft of Campus CNA and CIP	October January March May
Hold Weekly Grade Level PLC Meetings	Grade Level Teachers		4, 8	PLC Meeting Agendas and Minutes Shared via Google Docs; Observation	Continued Work on Literacy Assessment; Continued Collaboration of Strong/Weak Student Work; Vertical Alignment of Content	October January March May
Establishment of Grade Level SMART Goals for 2016-2017 in the Areas of Reading, Math, Science and Writing	Grade Level Teachers		1, 2, 4	PLC Meeting Agendas and Minutes; SMART Goals Shared via Google Docs; Observation	Creation of SMART Goals	October January March May
Daily "Accelerated Instruction" provided for all K-5 students in the classroom setting (Addresses System Safeguard)	Grade Level Teachers Read Int Math Int Paras		3, 9	Observation; PLC Agendas and Meeting Minutes;	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Provide modeling by the 1/2 time Math Interventionist to target needs of students (Addresses System Safeguard)	Sharna Rhone, Math Int	SCE: \$30,000 FTEs: 0.5	3, 9	Math Interventionist Schedule; Observation; Grade Level and Vertical PLC Agendas and Meeting Minutes	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May

WIG 1: Through the implementation of engaging, high quality Tier I instructional practices, the percentage of Stephens Elementary students who receive regular Tier II and Tier III intervention will decrease by 10% between September 2016 and June 2017, as evidenced by district and campus level formative/summative assessments in the areas of reading and mathematics.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide coaching/modeling by the 1/2 time Reading Interventionist to target needs of students (Addresses System Safeguard)	Mardee Rayner, Read Int	SCE: \$30,000 FTEs: 0.5	3, 9	Reading Interventionist Schedule; Observation; Grade Level and Vertical PLC Agendas and Meeting Minutes	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Provide modeling by the Reading Recovery teacher in grades K through 2nd to enhance strategies that meet the needs of all students.	Nicole Berg, Reading Recovery	SCE: \$30,000 FTEs: 0.5	3, 7, 9	Literacy Specialist Schedule; Observation; Grade Level and Vertical PLC Agendas and Meeting Minutes;	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Utilize Math and Reading Paras in Grades 3-5 Daily to Assist with the Needs of Students. The Reading paraprofessional will be hired based on content knowledge and ability to assist all learners. (Addresses System Safeguard)	Monica Robinson-White and Yaritzia Becerra	TI: \$40,000 FTEs: 2.0	1, 5, 9	Intervention Schedule; Rtl Data; Assessment Data	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Hold Monthly Staff Learning Meetings For Math and ELAR Content/Practices	Admin Campus Read Int Math Int Coaches		1,2, 4	Meeting Agendas and Minutes	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May

WIG 1: Through the implementation of engaging, high quality Tier I instructional practices, the percentage of Stephens Elementary students who receive regular Tier II and Tier III intervention will decrease by 10% between September 2016 and June 2017, as evidenced by district and campus level formative/summative assessments in the areas of reading and mathematics.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Hold Monthly Interventionist Meetings	Admin		2, 4	Meeting Agendas and Minutes; Rtl Data; Assessment Data	Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Conduct daily walkthroughs in the area of mathematics utilizing a math workshop feedback form.	Admin		1,2	Walkthrough Forms	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS;	October January March May
Conduct weekly walkthroughs in the area of ELAR utilizing Cafe/Daily 5 feedback form.	Admin		1,2	Walkthrough Forms	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS;	October January March May
Attend weekly planning sessions with grade levels.	Admin Grade Level Teachers		1, 2, 8	Lesson Plan Folders via Google	Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Utilize campus math coach and curriculum coaches for coaching/modeling in the area of 2-5 mathematics.	Jenny Goodwin, District Math Coach Curr Dept		1, 3, 4, 9, 10	Coaching Schedules; Instructional Schedules; Instructional Videos shared via Google	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Conduct visits on other campuses (both in DISD and out of district) to observe effective instructional practices	Admin		2,4	Observation Notes from Visits	Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Participate in monthly Principal PLC meetings throughout the year -- focus is a Book Study of Embedded Formative Assessment.	Admin		1, 2, 4	PLC Meeting Minutes and Artifacts of Learning	Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Conduct T-TESS conferences with each teacher to set individual instructional goals for	Admin Grade		1, 2	T-TESS Goal Setting Documents and Conference	Higher Level Tier One Instructional Practices as	October January

WIG 1: Through the implementation of engaging, high quality Tier I instructional practices, the percentage of Stephens Elementary students who receive regular Tier II and Tier III intervention will decrease by 10% between September 2016 and June 2017, as evidenced by district and campus level formative/summative assessments in the areas of reading and mathematics.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
refinement.	Level Teachers			Forms	observed during walkthroughs and T-TESS	March May
Regular Integration of Instructional Technology and Chromebooks in all grade levels	Grade Level Teachers		2, 10	Walkthrough Data; Artifacts of Learning Shared via Google	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS	October January March May
Host Academic Nights for All Grade Levels; Additional nights for reading, science and math will be held throughout the year	Grade Level Teachers		6, 7	Sign-In Sheets; Presentations from Grade Levels; Handouts;	Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Hold Monthly RtI and SOS Meetings (Addresses System Safeguard)	Admin, Grade Level Teachers, Specialist Read Int Math Int		2, 9	RtI/AWARE Documentation; Meeting Minutes	Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May

WIG 2: As evidenced by district and state assessment reports between the dates of July 2016 to July 2017, the students identified in the Stephens Elementary subgroups (Index 3) will increase academic success/proficiency by 10% in all assessed content areas.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Hold Disaggregation Staff Development in August to Analyze Grade Level and Content Data from 2015-2016.	Admin		2, 4, 10	Data Reports from AWARE; Staff Development Agenda;	Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Staff Development in August 2016 to discuss going deeper with our campus assessment literacy work on strong/weak examples and begin moving into effective feedback.	Admin		1, 2, 4	Staff Development Agenda and Presentation Artifacts	Continued Work on Literacy Assessment; Continued Collaboration of Strong/Weak Student Work; Vertical Alignment of Content	October January March May
Conduct Staff Development on discipline data from 2015-2016 and behavioral intervention strategies for 2016-2017.	Admin Counselor		1, 4	Staff Development Agenda and Presentation Artifacts	Referral Data for 2016-2017	October January March May
Conduct Regular Campus RtI and SOS Meetings (Addresses System Safeguard)	Admin, Grade Level Teachers Specialists Lead Int Math Int		2, 9	RtI/AWARE Documentation; Meeting Minutes	Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Grade Level PLC Meetings	Grade Level Teachers		4, 8	PLC Meeting Agendas and Minutes Shared via Google Docs; Observation	Continued Work on Literacy Assessment; Continued Collaboration of Strong/Weak Student Work; Vertical Alignment of Content	October January March May

WIG 2: As evidenced by district and state assessment reports between the dates of July 2016 to July 2017, the students identified in the Stephens Elementary subgroups (Index 3) will increase academic success/proficiency by 10% in all assessed content areas.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Daily Intervention Offered by 1/2 Time Math Interventionist and Math Paraprofessional in Grades 3- 5 (Addresses System Safeguard)	Monica Robinson-White		1, 5, 9	Intervention Schedule; Rtl Data; Assessment Data	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Daily Intervention Offered by 1/2 Time Reading Interventionist and Reading Paraprofessional in Grades 3- 5 (Addresses System Safeguard)	Yaritzia Becerra		1, 5, 9	Intervention Schedule; Rtl Data; Assessment Data	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Establishment of Intervention Schedule for 2016 - 2017 in the areas of math and reading	Admin Read Int Math Int		1, 2	Intervention Schedule	Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May
Utilize electronic data binders/portfolios this year via Seesaw for immediate and ongoing parent communication of learning.	Grade Level Teachers		2, 6, 10	Campus Dashboard via Seesaw for Artifact Uploads and Parental Usage	Improvement of Student Achievement as evidenced by campus-level assessment results for 2016-2017	October January March May



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Grade Level Pacing Guides/UbD Units of Study; Grade Level SMART Goals; Data Binders; Grade Level PLC Meeting Minutes and Agendas; Various Assessment Data; Informal Walkthrough Data; Literacy Assessment Artifacts; Instructional Schedules

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Regular Use of Data Binders for Feedback	Continued PD on UbD Units
Protected Time for Grade Level PLC Meetings	Continued PD on Math Workshop
Implementation of Learning Targets	Full-Time Math Coach
	Continued Training on Engagement

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priorities - Full-time math coach; continued training on engagement of all students



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

eSchool Data; Free/Reduced Lunch Information; Discipline Data; Student Data (New vs. Returning); Attendance Data; Program Data
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Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Mentor Programs (PALS, Parents)	Reduction of Discipline Referrals -- Males
Backpack Buddies (Food for Kids)	Continued PD on Behavioral Interventions

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priorities - Reduction of Discipline Referrals; Continued PD on Behavioral Interventions
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Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Culture and Climate Survey; Volunteer Logs; Parental Feedback; Staff Feedback

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Communication to Parents (Grade Levels and Campus)	More families involved to represent all of our school community
Community Outreach Programs	More Community Events

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priority - Getting more families involved to represent all of our school community



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Master Schedules; CLT Meeting Minutes and Agendas; Team Leader Meeting Minutes and Agendas; Schedules For Duties, Arrival, and Dismissal; Scheduling Committee Meeting Minutes;

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Teacher Input for Master Schedules	Change Target Time
Interventionists and Specialists - Input on Scheduling	Longer Math Blocks for Instruction
Collaboration on Student Placements	Separation of Grade Levels at Recess - Creation of New Schedule
Staff Committees Formed For Large Changes	Tutorial Options

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priorities - New POWER PLC Schedule; Longer Math Blocks; New Recess Schedule
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School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Climate and Culture Survey; Staff Feedback; Student Feedback; Parent Feedback

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
CHAMPS	Continue Team Building and Celebrations
Campus-Level Communication to Parents	Building Rapport with New Colleagues
Welcoming Atmosphere	More Positive in Upper Grades
Staff Cohesiveness	Strengths Finder for Staff

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priorities - Having Staff be trained on Using Their Strengths



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

PDAS Data; Staff Certifications; State Assessment Data; District Assessment Data
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Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Low Turnover Rate of Staff Members	Continue PD on Coaching
New Employee Mentor Program	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priority - Continue PD on Coaching with Staff



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

ELI Data; School Report Card Data; RtI Data; Intervention Data; STAAR Data; Accountability Data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Frequency of RtI Meetings and Documentation Collected	Continued PD on Math Workshop
Special Education Referral Data - 100% Qualified	Continued PD on Working with Students in Poverty
Early Reading Data (K-2)	Moving to Electronic Data Binders for More Immediate Parent Communication
Reading and Math Support Daily (3-5)	Full-Time Math Coach

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priorities - Continued PD on Math Workshop; Full-Time Math Coach; Electronic Data Binders

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Technology Budget; Technology PD; Walkthrough Data on Tech Integration in Classrooms
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Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Campus Twitter and Facebook Pages for Communication to Parents	More Chromebooks
Continued Partnership with PTA to Increase Student Technology on Campus	More Teachers Using Google Classroom
BYOD in Grade Levels	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Priorities - More Chromebooks on Campus; More PD on Google Classroom
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Summary of Priority Needs

Demographics...

Priorities - Reduction of Discipline Referrals; Continued PD on Behavioral Interventions

Student Achievement...

Priorities - Continued PD on Math Workshop; Full-Time Math Coach; Electronic Data Binders

School Culture and Climate...

Priorities - Having Staff Trained on Using Their Strengths

Staff Quality, Recruitment and Retention...

Priority - Continue PD on Coaching with Staff

Curriculum, Instruction, and Assessment...

Priorities - Full-Time Math Coach; Continued training on engagement of all students

Family and Community Involvement...

Priority - Getting more families involved to represent all of our school community

School Context and Organization...

Priorities - New POWER PLC Schedule; Longer Math Blocks; New Recess Schedule

Technology...

Priorities - More Chromebooks on Campus; More PD on Google Classroom

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Christi Spindle
Teacher	Elisabeth Mallory
Teacher	Kimberly Bullock
Teacher	Kimber Lucas (EIC/DOI)
Teacher	Donna Mullins
Teacher	Nancy Leggett
Teacher	Kim Kirkland, Amber Seroka
Campus-Based Nonteaching Professional	Chris Rangel/Ashley Wright/Kasie Hawkins-Owens
Campus-Based Para or Operations Staff Rep	Courtney Bailey
District-Level Professional	Mardee Rayner
Parent Rep	Erin Phillips
Community Rep	
Community Rep	
Business Rep	
Business Rep	

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
August 30th	3:15 p.m.	Library
September 27th	3:15 p.m.	Library
November 15th	3:15 p.m.	Library
February 7th	3:15 p.m.	Library
March 7th	3:15 p.m.	Library
April 11th	3:15 p.m.	Library
May 23rd	3:15 p.m.	Library