Nelson 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

We will grow as successful learners and make a positive influence on the world.

School Vision

We will celebrate our safe learning community that is built on cooperation, communication, and collaboration.

School Values

N - Needs Based Instruction
E - Everyone Collaborating
L - Lead in a Positive and Respectful Manner
S - Support Our Students, Staff, and School
O - Opportunity for Critical Thinking and Creativity
N - Never Give Up

WIG 1: Each student will make at least 1 year's worth of academic growth in all subject areas. (Stretch Goal) By May 2017, all students will experience 1 year's worth of growth in reading.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
PLC planning time for teachers on the following days (Extended PLC dates are acknowledged below): October 10 - Extended PLC November 9th January 11 February 15 - Extended PLC March 8 April 12 - Extended PLC May 24 - Extended PLC May - Team Leader Retreat These meetings will include "A to Z" discussions on each student.	Admins PLC Teams			PLC Meeting Agendas	Increase in students' academic achievement.	January 19 March 27 May 15
Align SMART Goals with the Campus Improvement Plan WIGS	PLC Teams			SMART Goals Document	Increase in students' academic achievement.	Due Date: October 12 January 19 March 27 May 15
T-PESS Goal Setting	Principal			Goal Setting Documents in Eduphoria	Teacher choice in staff development options	Due Date: September 9 January 19 March 27 May 15
T-TESS Goal Setting	Teachers			Goal Setting Documents in Eduphoria	Attainment of professional goals amongst the teaching staff.	Due Date: September 26 January 19 March 27 May 15
"Hot Topics" Faculty Meetings - Faculty meeting designed to address the specific needs of faculty members. Meetings will be held on the 4th Thursday of every month.	Teachers			Agendas and Artifacts Posted in Google	Students will receive increase support relative to their individual needs.	January 19 March 27 May 15

WIG 1: Each student will make at least 1 year's worth of academic growth in all subject areas. (Stretch Goal)
By May 2017, all students will experience 1 year's worth of growth in reading.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Reading Intervention for K-2 students in Tier 2 and Tier 3	Reading Recovery Admins K-2 Teachers RTI Team	SCE: $30,000.00 FTEs: 0.5		Individual Plans RTI Notes	Increase in reading levels and reading comprehension amongst at risk students.	January 19 March 27 May 15
Math and reading intervention for students in grades 3-5 **Addresses missed system safeguards	Math Int Read Int 3-5 Teachers RTI Team Admins	SCE: $30,000.00 FTEs: 0.5 SCE: $30,000.00 FTEs: 0.5		Individual Plans RTI Notes	Increase in math and language arts skills amongst at risk students, including students in the ESL program.	January 19 March 27 May 15
ESL Specialist **Addresses missed system safeguards	ESL Specialist			LPAC Meetings ESL Schedule	Increase in language acquisition amongst English Language Learners.	January 19 March 27 May 15
Online math program for students in grades K-2	Admins Teachers			Student report documents	Progress monitoring and math intervention for students in Kindergarten through 2nd grades.	January 19 March 27 May 15
Implementation of UBD Units: K-2 - Social Studies and Math 3-5 - Social Studies and/or Content Specific Special Areas - Content Specific	Admins Teachers			Lesson Plans Walkthrough Forms Observation Forms	Thorough understanding of TEKS amongst teachers; increase in students' transfer skills from one academic year to the next.	January 19 March 27 May 15
7 Strategies of Assessment Book Study during the faculty meetings on the 2nd Thursday of each month.	Admins Assessment Team			Faculty Meeting Agendas	Implementation of learning targets, examples of strong and weak work, and feedback within each classroom.	January 19 March 27 May 15
Increase the amount of ESL teachers on campus by providing opportunities for training. **Addresses missed system safeguards	Admins Teachers			List of ESL Certified Teachers	Increase in specialized help for English Language Learners.	January 19 March 27 May 15

WIG 2: Improve our score on the Nelson Engagement Survey by 1 level, by May 2017

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implementation on CHAMPS, If/Then Charts, Individualized Behavior Plans, and tracking discipline through TAC	Admins Teachers			CHAMPS Charts If/Then Plans Behavior Intervention Plans Cognos Reports on Behavior	Schoolwide behavior management.	January 19 March 27 May 15
All Pro Dads Meetings - 1 time a month	Counselor PTA			PTA Notes	Improved confidence amongst students.	January 19 March 27 May 15
Watch D.O.G.S. Program	Admins PTA			Watch D.O.G.S. Schedules	Increase in volunteering amongst dads.	January 19 March 27 May 15
Student Rewards: Positive Office Referrals PRIDE Awards	Admins Counselor Teachers			Positive Phone Calls to Parents Charms on Backpacks	Increase in student engagement.	January 19 March 27 May 15
Grade level curriculum nights for parents EXPO information night for parents	Admins Classroom Teachers			Powerpoint presentations Agendas	Parental knowledge of information pertaining to the campus.	Due Date: September January 19 March 27 May 15
Document 1800 hours of volunteer work	Admins PTA			Documentation from the computer check in system	Strong connection amongst the campus and community. Decrease in the amount of time teachers spend on completing non-academic tasks.	January 19 March 27 May 15
Student participation in school-based extracurricular activities: The Running Club School Choirs Student Council News Team Robotics Club Safety Squad Engineering Clubs Young Rembrandts O.W.L. Club Talent Show	Club Sponsors Students PTA			Student participation	Student engagement within the school community.	January 19 March 27 May 15

WIG 2: Improve our score on the Nelson Engagement Survey by 1 level, by May 2017						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Reflections Contest Flag Bearers Summer Reading Program						
Teacher Appreciation	Admins Students PTA			Calendar Invites Faculty Meeting notes Tuesday Newsletters	Teacher engagement within the school community.	January 19 March 27 May 15

State System Safeguards - Performance, Participation, and Graduation Data Table

Performance

Performance	All			African American			Hispanic			White			American Indian			Asian		
Reading	from	87	to 90	from	83	to 90	from	77	to 85	from	92	to 95	from	100	to 100	from	82	to 90
Mathematics	from	86	to 90	from	83	to 90	from	81	to 90	from	90	to 95	from	100	to 100	from	100	to 100
Writing	from	79	to 85	from	70	to 80	from	62	to 80	from	89	to 95	from	100	to 100	from	100	to 100
Science	from	76	to 80	from	77	to 80	from	68	to 80	from	80	to 85	from	---	to ---	from	86	to 90
Social Studies	from	---	to ---	from	---	to ---	from	---	to ---	from	---	to ---	from	---	to ---	from	---	to ---

Performance	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current+Monitored)			ELL (Current)		
Reading	from	100	to 100	from	93	to 95	from	75	to 80	from	19	to 80	from	50	to 80	from	n/a	to n/a
Mathematics	from	0	to 100	from	71	to 80	from	76	to 80	from	38	to 80	from	67	to 80	from	n/a	to n/a
Writing	from	---	to ---	from	71	to 80	from	62	to 80	from	33	to 80	from	44	to 80	from	n/a	to n/a
Science	from	---	to ---	from	50	to 80	from	70	to 80	from	17	to 80	from	45	to 80	from	n/a	to n/a
Social Studies	from	---	to ---	from	---	to ---	from	---	to ---	from	---	to ---	from	---	to ---	from	---	to ---

Participation

Participation	All			African American			Hispanic			White			American Indian			Asian		
Reading	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100
Mathematics	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100

Participation	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current+Monitored)			ELL (Current)		
Reading	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	n/a	to n/a	from	100	to 100
Mathematics	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	n/a	to n/a	from	100	to 100

Graduation

Graduation	All		African American		Hispanic		White		American Indian		Asian	
Reading	from	to	from	to	from	to	from	to	from	to	from	to
Mathematics	from	to	from	to	from	to	from	to	from	to	from	to
Writing	from	to	from	to	from	to	from	to	from	to	from	to

Graduation	Pacific Islander			2 or More Races		Eco Disadvantaged		Special Education		ELL (Current+Monitored)		ELL (Current)		
Reading	from	-	to -	from	to	from	to	from	to	from	to	from	-	to -
Mathematics	from		to	from	to	from	to	from	to	from	to	from		to
Writing	from		to	from	to	from	to	from	to	from	to	from		to

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...

Data from interventions; teacher observation

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...
Support from campus-based and district level interventionists	Clarification on student accommodations
Success Time Intervention	Training
Knowledge of students' academic level	Clear communication amongst team members
Engaging lessons	More rigorous assessments for K-2 students
Workshop Model	STEM Integration
CAFE/Daily 5	More higher level guided reading books
	STAAR Resources

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.)...

Communication of student needs; STEM integration; Resources (STAAR, K-2 common assessments)

Comprehensive Needs Assessment

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...

Discipline data, Classroom 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...
Diverse student population	Diversity in 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.)...

Diversity in staff

Comprehensive Needs Assessment

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...

Campus Culture and Climate Survey, Parent Volunteer Information, PTA

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...

Watch D.O.G.S.	More parent volunteers
All Pro Dads	
Parent volunteers	
Texas Roadhouse Nights	

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.)...

Increase the amount of parent volunteers

Comprehensive Needs Assessment

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...

Students attending clubs; instructional schedule

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...
Success Time intervention	Parent education on the Standards Based Reporting System
Teacher expectations for behavior/CHAMPS	Increase decisions based off of data
Attendance Meetings	Tights for cafeteria monitors
A to Z Meetings	Support for integrating content like STEM
Formative assessments	

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.)...

Parent education on Standards Based Reporting; increased use of data

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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...

Number of students in extracurricular activities; Campus Climate and Culture Survey; Discipline 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...
Number of extra-curricular activities	More consequences
Parental engagement	Consistency of If/Then Charts
High achieving students	More volunteers
Professional development opportunities	Vertical alignment in homework policy
Increased interest in STEM	More clubs (specifically for younger students)
Major discipline issues from a small percentage of the population	Coding/computer programing

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.)...

Consistency in homework policy and disciplinary practices; increase clubs for K-2 students

Comprehensive Needs Assessment

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...

Professional Development Information, Staff mobility/stability; Teacher observation

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...
Workshop model training	Opportunities to get to know other staff members
Growth mindset	Teacher input being heard
Teacher voices are heard	Simplify focus on one thing at a time
Support for teachers from admin, teammates, and in-school mentors	A better understanding of PLCs
	Writing Training

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.)...

Increase teachers' voice; knowledge of PLCs, writing training

Comprehensive Needs Assessment

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...

STAAR results, Kathy Richardson, ELI 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...
K-2 reading interventionist; 3-5 reading/math interventionist	Stronger K-2 common assessments
Support from pullout programs (ESL, dyslexia, EXPO, special ed.)	K-2 math interventionist
	Improve math scores

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.)...

Student growth

Comprehensive Needs Assessment

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...

Resource allocations, Technology integration in each content area

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...
Number of iPads and Chromebooks	Campus-based trainings on apps, Google, new technology (i.e. the 3D printer)
Access to TI personnel	Apps focusing on grades K-2
TIA Conference - District Level Trainings	Home access for students on programs located in the SSO portal

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.)...

More technology training for teachers; Increase student access to grade-appropriate apps/programs.

Summary of Priority Needs

Demographics...

Diversity in staff

Student Achievement...

Student growth

School Culture and Climate...

Consistency in homework policy and disciplinary practices; increase clubs for K-2 students

Staff Quality, Recruitment and Retention...

Increase teachers' voice; knowledge of PLCs, writing training

Curriculum, Instruction, and Assessment...

Communication of student needs; STEM integration; Resources (STAAR, K-2 common assessments)

Family and Community Involvement...

Increase the amount of parent volunteers

School Context and Organization...

Students attending clubs; instructional schedule

Technology...

More technology training for teachers; Increase student access to grade-appropriate apps/programs.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Monica Hughes
Teacher	Jessica Boerner
Teacher	Traci Cook
Teacher	Regina Wheat
Teacher	Tamara Klir
Teacher	Cynthia Sorrento-Deville
Teacher	Jennifer Scott
Teacher (EIC Representative)	Lakeisha Smith
Campus-Based Nonteaching Professional	Erika Timmons, Teresa Hudson
Campus-Based Para or Operations Staff Rep	
District-Level Professional	Lyneille Meza
Parent Rep	Lisa Bailey
Parent Rep	Jane Hale
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
September 15, 2016	3:15 p.m.	Nelson Elementary Library
January 19, 2017	3:15 p.m.	Nelson Elementary Library
March 27, 2017	3:15 p.m.	Nelson Elementary Library
May 15, 2017	3:15 p.m.	Nelson Elementary Library