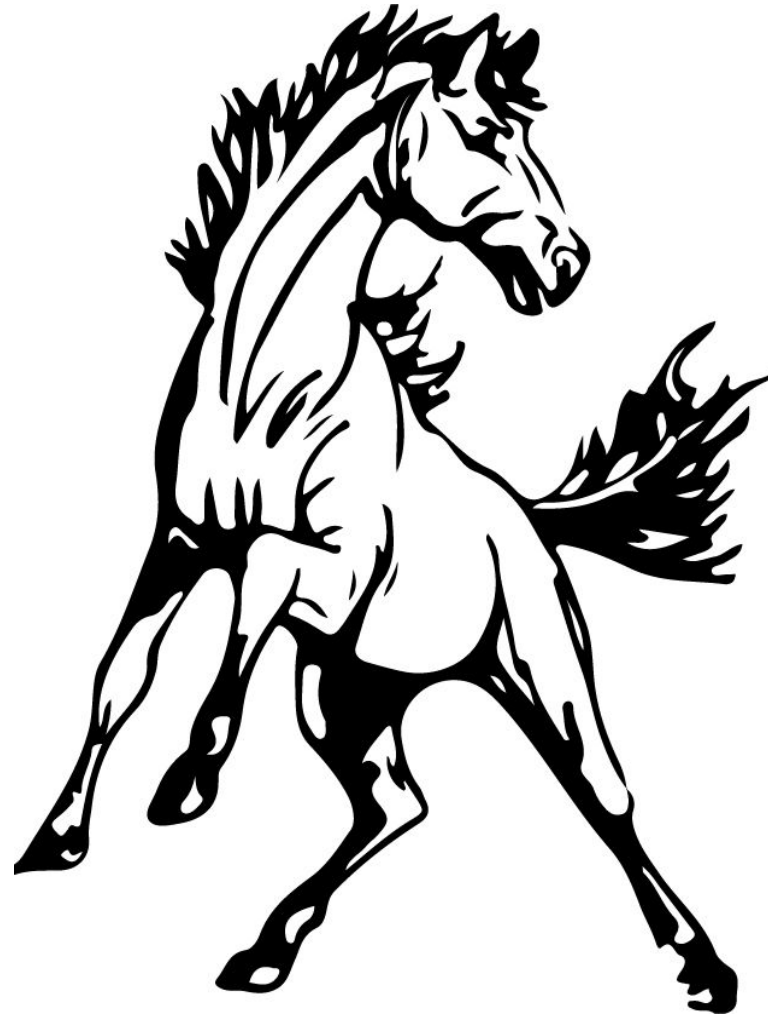# Wilson Elementary School

Campus Improvement Plan 2016-17

Table of Contents

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

Wilson's mission is to partner with families and the community to prepare our children to become productive members of society by meeting the needs of the whole child. We will provide an educational foundation that supports all students in developing the skills needed to become lifelong learners and meet the challenges of a rapidly changing world.

School Vision

Maintain high standards and expectations for students, parents, and staff.
Establish a culture of learning that is innovative, research based, and student centered.
Actively recognize and celebrate effort, achievement, and success of all members of our school community.
Cultivate a climate of caring, acceptance, and respect.

School Values

Woodrow Wilson is a school that values perseverance, commUNITY, innovation, integrity, and responsibility.

WIG 1: Improve classroom instruction so that all students will demonstrate one year´s growth in Language Arts, Math, Science, and Social Studies as evidenced by data from ELI, SELI, KR, Common Assessments and Standard Based Report Cards by June 2017.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Targeted Literacy instruction will be provided to all students (including Special Education) using a variety of resources with an emphasis of differentiated instruction and meeting the needs of each student. *Addresses Missed System Safeguard	Admin, Instr. Coaches, Reading Recovery teacher and DLL, Teachers, Students	TI: $30,000 FTEs: 0.5 SCE: $30,000 FTEs: 0.5	1 2 3 9 10	Lesson plans, educational rounds, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, ELI, SELI , and STAAR results.	Increased student engagement and one year's growth,	October
Targeted math instruction will be provided using a variety of resources with an emphasis on increasing problem-solving skills.	Admin, Instr. Coach, Teachers, Students	TI: $30,000 FTEs: 0.5 SCE: $30,000 FTEs: 0.5 TI: $1,385.00	1 2 3 10	Lesson plans, educational rounds, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, Kathy Richardson, Math journals, STAAR results.	Increased student engagement and one year´s growth for all students.	October
Bilingual education will be provided to our bilingual students with a focus of building their native language and creating bilingual and biliterate students.	Admin, Instr. Coach, Teachers, Students	TI: $30,000 FTEs: 0.5 SCE: $30,000 FTEs: 0.5	1 2 3 4 9	Lesson plans, educational rounds, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, ELI, SELI, and STAAR results.	Increased student engagement and one year´s growth for all students.	October
Through coaching and collaboration teachers will plan and develop lessons for each six weeks that will require students to gain a deeper understanding of the TEKS required. Teams will function as a professional learning community. *Addresses Missed System Safeguard	Admin, Teachers, Coaches, Instr. Specialist	TI: $2,400.00	1 2 3 4 5 7 8 9 10	PLC schedule, grade level planning meetings, resources for classroom teachers to increase achievement, walkthroughs, observations.	Increased student engagement and achievement.	October

WIG 1: Improve classroom instruction so that all students will demonstrate one year´s growth in Language Arts, Math, Science, and Social Studies as evidenced by data from ELI, SELI, KR, Common Assessments and Standard Based Report Cards by June 2017.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
A coaching and collaboration model will be used to improve Tier I and Tier II instruction. Time will be provided to allow teachers to work with coaches and mentor teachers.	Read Int/ Coach, Bilingual Int/Coach, Math Int/ Instr. Coach	TI: $3,100	1 2 3 4 5 8 9 10	IT schedule, IT meeting minutes, PLC artifacts, coaching/intervention log.	Decrease in students referred to Tier II and Tier III	October
Through coaching, collaboration, and staff development, engaging activities and technology will be used to increase student achievement and engagement.	Admin, Grade Level Teams, Tech Team	TI: $1,385	1 2 3 4 5 7 8 9 10	Staff meetings, Purchase Orders, lesson plans, walkthroughs, Study Island, Classworks, Reading Counts, technology events, technology use by students.	Increase student engagement	October
Increase parent communication with spring parent conferences, newsletters, and grade level parent meetings.	Teachers and Admin	TI: $2,300	6	Newsletters, updated websites, parent conferences, grade level parent meetings, sign in sheets.	Increase collaboration between parents and the school.	October
A variety of parent involvement activities, literature for parents, and community events will be held.	Admin, Dual Language Team	TI: $785	6	Family math and science nights, technology events, dual language events.	Increase attendance at parent involvement events using sign in sheets.	October
Teachers and staff will continue to grow towards assessment literacy.	Admin, Instr. Coaches, and Teachers	TI: $500	1 4 8 10	Growth in the assessment literacy learning walk rubric.	Increase student understanding of their own academic performance.	October
We will continue to promote positive health and fitness for our students and staff.	PE Teachers and Nurse		2	Fitness program, District track meet, PE club for 4th and 5th graders, Health lessons, Field Day.	Students and staff will be encouraged to live a healthy and fit lifestyle.	October

WIG 1: Improve classroom instruction so that all students will demonstrate one year´s growth in Language Arts, Math, Science, and Social Studies as evidenced by data from ELI, SELI, KR, Common Assessments and Standard Based Report Cards by June 2017.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide a variety of resources through our library, literacy library, and classroom libraries so that all students have opportunities to read several books at their reading level and have materials needed to be successful.	Admin, Librarian, Classroom Teachers	TI: $1,385	2 4 9	Literacy Library, Library, classroom libraries, academic resources.	All students are provided several resources to have lots of reading books at their levels and materials needed.	October
Targeted writing instruction will be provided to all students (including Economically Disadvantaged) by collaboration through a writing PLC, using strategic writing planning, and IEP objectives for special education students.\n\n*Addresses Missed System Safeguard	Classroom Teachers, Instr. Coaches		1 2 3 9 10	Writing binders and journals.	Students will gain one or more year´s growth according to their grade level writing rubric.	October
Provide opportunities for students to experience real world learning through programs such as field trips.	Classroom Teachers		1 2	Field trips, technology, variety of learning opportunities.	Students will have real world experiences through field trips that is applicable to their TEKS.	October
Support students in their educational achievement and behavior through the appropriate intervention.	Coaches, Read Int, Math Int, Admin, Classroom Teachers	TI: $4,200	1 2 4 9	RTI professional development, Staff development, PLC meetings, RTI meetings, small group instruction.	Students will be provided the appropriate intervention.	October
Support Science, Technology, and Math through STEM resources.	Admin, Librarian, Read Int, Math Int, Classroom Teachers		1 2 3 4	Purchase orders, Makerspace, classroom projects.	Engineering club participation.	October

Performance

Performance	All			African American			Hispanic			White			American Indian			Asian		
Reading	from 85%	to	90%	from 84%	to	90%	from 79%	to	86%	from 89%	to	96%	from 100%	to	100%	from 100%	to	100%
Mathematics	from 84%	to	89%	from 68%	to	73%	from 78%	to	83%	from 90%	to	95%	from 100%	to	100%	from 100%	to	100%
Writing	from 63%	to	70%	from 13%	to	60%	from 67%	to	72%	from 68%	to	73%	from 50%	to	60%	from -	to	-
Science	from 88%	to	93%	from 90%	to	95%	from 82%	to	87%	from 92%	to	97%	from -	to	-	from 100%	to	100%
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 0%	to	60%	from 71%	to	76%	from 78%	to	83%	from 55%	to	60%	from 83%	to	88%	from N//A	to	N/A
Mathematics	from 0%	to	60%	from 86%	to	91%	from 77%	to	82%	from 67%	to	72%	from 85%	to	90%	from N/A	to	N/A
Writing	from -	to	-	from -	to	-	from 59%	to	64%	from 50%	to	60%	from 77%	to	82%	from N/A	to	N/A
Science	from -	to	-	from 75%	to	80%	from 82%	to	87%	from 71%	to	76%	from 81%	to	86%	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 Monitored			ELL (Current+Monitored)		
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%

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 Monitored			ELL (Current+Monitored)		
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...

District scope and sequence based on teacher knowledge
UBD units
Common assessments
Report card assessments

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...
Using assessment data to determine intervention	K-2 Intervention groups need to be consistent, Permanent K-2 Interventionist needed
Small groups targeted areas of weakness	Students are stressed during state testings
Some students receive direct services	Assessment for learning staff development
Consistent intervention in 3-5 grade	Materials and resources for new language arts TEKS
ELI helps to form reading groups	STEM resources such as materials for science, technology, engineering, and math.
KR helps identify struggling math students	Vertical writing professional learning community
Using assessment data to identify strengths and weaknesses.	Spanish reading materials
Data to drive intervention and enrichment	Resources for classrooms for increased rigor.
Grade level common assessments	
Study Island	
Celebrations for math fact fluency	

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.)...

Assessment for Learning staff development. Title 1 funds.
STEM resources such as materials for science, technology, engineering, and math. Title 1 funds.
Time provided for staff for professional learning communities for Math, Reading, and Writing.Title 1 funds.
Materials and resources for classrooms to help with planning for increased rigor and new TEKS and allow differentiation for Tier I and II.
Scheduling support to allow time for interventionist to work with Kindergarten, 1st grade, and 2nd grade.
Spanish reading materials

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...

Enrollment
Attendance
Gender
Special program participation
Teacher-student ratios

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...
1.5 EXPO teachers	2 EXPO teachers
Bilingual interventionist	Dual language inflates class sizes in regular ed classrooms
Math interventionist	Data shows a need for K-2 inclusion and at risk student support for both intervention and special education
ESL interventionist	STEP program for non EXPO students
Reading interventionist	Smaller classes sizes
Special education population reflects campus enrollment	
Title 1 resources	
Spanish dyslexia trained teacher	
Opportunities for all students to experience real world learning through field trips.	

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.)...

Two GT teachers are needed to support the high number of GT students.
Resources and materials to support the STEP program.
Continue funding a Math coach and interventionist.
Continue funding a reading coach and interventionist.
Continue funding a bilingual coach and interventionist.

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...

Volunteer information
Demographic data
Parent involvement in classrooms
Parent involvement at events
Parent satisfaction surveys

Findings/Analysis

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

Strengths...	Needs...
Literacy night	College awareness for students
Math and Science night	
Science Fair	Increase parent involvement for hispanic families
Dual language events	Spring parent conferences for 1st and 2nd grade
College and career week	
Kinder spring parent conferences	
Parent conference week	
Volunteers for engineering club	
Chess club	
Parent meetings	
Character assemblies	
Extracurricular events	
Communication in English and Spanish	
Ballet Folklorico	

Summary of Needs

Spring Parent Conferences for Kinder-2nd Grade

Increase parent involvement for our spanish speaking families
Continue family and parent community events
Dual Language Activities

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...

School Structure
Decision-Making processes
School leadership
Duty schedule
Campus schedule
Interventionist schedule

Campus map

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...
RTI process	K-2 Interventionist
3-5 grade interventionist support	More special education staff
Campus leadership team	Scheduling help for Special education minutes and schedule.
Title 1 funds devoted to increased support in areas of need such as STAAR intervention and resources	Schedules for interventionists
Consistent climate of excellence, high expectations, and respect for students and staff	Grade level lunches at the same time

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.)...

Scheduling help for Special Education minutes and schedule.
Interventionist schedule to allow for Kindergarten-2nd grade support
Update master schedule to allow for grade levels to have lunches at the same time

Comprehensive Needs Assessment

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...

Teacher surveys
Parent and community surveys
Teacher feedback
Student feedback

Walkthrough 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...
Family involvement	More funds for celebrations
Large and active PTA	Student support for behavior
High expectations	Communication with parents
Overall classroom management	
Teacher-student interactions	
Time management	
Character counts	
2nd step social skills training	
Skills to support 21st century learning	
Connection with local colleges and universities	

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.)...

Continue to build on staff and student recognition and celebrations
Continue to communicate and support parent involvement activities

Increase communication with parents for all school-wide information

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...

Teacher certification data
Staff effectiveness
PDAS walkthrough data

Service years

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...
Staff is very knowledgeable	Newcomers questions and answers
Decisions are data driven	Staff development needs to be more practical and less theory
Staff development meets the campus needs	K-2 interventionist
Self evaluations	
DATA driven staff development	
Staff retention rates	
Mentor programs for new to position	
Recruitment activities	
Staff appreciation	
New teacher time with mentors and instructional coaches.	
Book studies that promote staff professional growth	

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.)...

Provide time for teachers to spend with mentor teachers and instructional coaches.
Provide time for new to campus teachers to spend with mentor group.

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...

State Assessment Data
TELPAS Data
Course/Class Grades
Retention Rates
Teacher feedback
Teacher observation
Teacher Data
Benchmark 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...
Students start using Reading counts as early as possible	Need more vocabulary resources
Study Island is provided in all subjects in English and Spanish	Need more spanish resources and materials
Reading interventionist	Intervention groups are large
Reading Coach	Need more instructional time
Math interventionist	Planning sessions/periods often are interrupted
Math Coach	Usable/consumable/able to copy resources
Title 1 tutors for intervention	Knowledge of technology
Strong PTA support	Full time bilingual reading recovery and dyslexia teacher.
Vertical planning time provided when needed	Interventionist for K-2
Technology available	
Writing training	
Saturday School for Bilingual/ESL students	

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.)...

Full time bilingual reading recovery and dyslexia teacher

Intervention time for kindergarten-2nd grade
Additional materials and resources for classrooms and instruction
Additional materials and resources for bilingual classrooms and instruction

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...

Teacher data
Classroom data
District technology plan

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...
Students can bring electronic devices	Availability of class sets
Technology is used as a teaching tool	Monitoring technology use for damage to hardware
Computer labs are used daily	Classworks data is not helpful
Technology check-out systems runs smoothly	Document cameras are dying and need to be replaced.
Technology can be motivating in all curriculum areas	
Online textbooks	
Reading Counts	
Study Island	
Wifi	
Campus technology specialist	
Substitutes can use the technology	

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.)...

Technology availability for class check-out
Replacement of old document cameras

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Two GT teachers are needed to support the high number of GT students.

Resources and materials to support the STEP program.

Continue funding a Math coach and interventionist.

Continue funding a reading coach and interventionist.

Continue funding a bilingual coach and interventionist.

Student Achievement...

Full time bilingual reading recovery and dyslexia teacher.

Intervention time for Kindergarten-2nd grade.

Additional materials and resources for classrooms and instruction.

Additional materials and resources for bilingual classrooms and instruction.

School Culture and Climate...

Continue to build on staff and student recognition and celebrations.

Continue to communicate and support parent involvement activities.

Increase communication with parents for all school-wide information.

Staff Quality, Recruitment and Retention...

Provide time for teachers to spend with mentor teachers and instructional coaches.

Provide time for new to campus to spend with mentor groups.

Curriculum, Instruction, and Assessment...

Assessment for learning staff development.

STEM resources such as materials for science, technology, engineering, and math.

Time provided for staff for professional learning communities for Math, Reading, and Writing.

Materials and resources for classrooms to help with planning for increased rigor and new TEKS and allow differentiation for Tier I and II.
Scheduling support to allow time for interventionist to work with Kindergarten, 1st grade, and 2nd grade.
Spanish reading materials.

Family and Community Involvement...

Spring parent conferences for Kinder-2nd Grade.
Increase parent involvement for our spanish speaking families.
Continue family and parent community events.

School Context and Organization...

Scheduling help for Special Education minutes and schedule.
Interventionist schedule to allow kindergarten-2nd grade support.
Update master schedule to allow grade levels to have lunches at similar times.

Technology...

Technology availability for class check-out.
Replacement of old document cameras.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Nancy Cheek
Teacher	Kim Schenck
Teacher	Rebecca Clark
Teacher	Fernando Reyna
Teacher	Emily Morse
Teacher	Vanessa Arispe
Teacher	Cheryl Kruger
Campus-Based Nonteaching Professional	Varina Lavelle
Campus-Based Para or Operations Staff Rep	Teresa Gonzalez
District-Level Professional	Chris Shade
Parent Rep	Kristy Hathcock
Parent Rep	Jennifer Collins
Community Rep	Vicki Storrie
Community Rep	Brian Beck
Business Rep	Mike Vance
Business Rep	Herb Newton

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

Date	Time	Location
8/29/2016	3:10	Wilson Library
10/31/2016	3:10	Wilson Library
2/27/2016	3:10	Wilson Library
3/27/2016	3:10	Wilson Library
5/22/2016	3:10	Wilson Library