

Evers Park 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

Evers Park Elementary: Growing a community of engaged and inspired learners.

School Vision

School Values

Unites to achieve a common purpose and clear goals
Works collaboratively to ensure student success
Engages in ongoing professional conversation
Shows a personal commitment to student achievement
Celebrates our student and staff successes

WIG 1: Improve instruction for ALL K-5 students where 100 % students will show growth.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Teachers will engage in regular Professional Learning Communities that focus on backwards design model as follows:</p> <ul style="list-style-type: none"> ● Unpack our TEKS to identify our "big rocks" ● Review report card assessments and create summative assessments ● Develop content academic vocabulary lists ● Create learning targets based on TEKS ● Develop/Review common pre-assessment ● Develop/Review common formative assessment ● Detailed Planning <p>* Daily 5/Cafe * UbD (Language Arts & Math as well as other content areas as appropriate for departmentalization) * Math Workshop</p> <ul style="list-style-type: none"> ● Carry out instruction, assess <p>RESOURCES: Substitutes for PLC Material for Teachers</p>	<p>Classroom teachers Administrators Special Education Teachers Specialists Interventionist</p> <p>Resources: Payroll Subs for PLC Publications Supplies</p>	<p>TI: Substitutes \$10,000 Publications \$2,000</p>	<p>1 2 3 4 5 8 9</p>	<p>Huddle Agendas Team Notes</p>	<p>Instructional Practices Students Outcomes</p>	
<p>Progress Monitoring and Intervention Plan</p> <ul style="list-style-type: none"> ● Review Data from pre/post and formative assessments ● Green, Yellow, Red Continuum Rtl Sheets: Intervention / Rtl: identify students who need 	<p>Teachers Coaches Specialist Administrators</p>	<p>TI: Lone Star Learning Target the Question (\$139.98)</p>	<p>1 2 3 4 8 9</p>	<p>Assessment Data Continuum Sheets PLC Triangles Rtl Data (Aware) Intervention Schedules Progress Monitoring Tools</p>	<p>Increased student performance Students will move on Continuum sheets and triangles</p>	<p>October</p>

WIG 1: Improve instruction for ALL K-5 students where 100 % students will show growth.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>help, place them in the proper intervention, monitor their progress, revise interventions as needed, and determine when students no longer need additional support.</p> <ul style="list-style-type: none"> Teachers will utilize a variety of resources that allow students to apply critical thinking and problem-solving strategies on a daily basis. <p>Resources: Lone Star Learning: Target the Question</p> <ul style="list-style-type: none"> Work alongside Principal PLC to compare common data in an effort to share best practices <p>*Addresses Missed System Safeguards</p>					Groups will change based on progress	
<p>Utilize support from campus Math Specialist, Math Coach, Reading Specialist and Interventionist and Reading Recovery teachers through collaborative work.</p> <ul style="list-style-type: none"> Planning meetings Working with students Modeling lessons PLC Work Campus Committee Meetings Teacher training RTI Strategies for struggling students <p>*Addresses Missed System Safeguards</p>	Math Specialist Math Coach Reading Specialist Reading Interventionist Reading Recovery	SCE: \$90,000 FTEs: 1.5 TI: \$74,980.00 FTEs:	2 3 9	PLC Classroom Observations Agendas Schedules Lesson Plans	Student Outcomes	
Writing across content in all grade	Classroom	TI:	1	Lesson Plans	Student Products	

WIG 1: Improve instruction for ALL K-5 students where 100 % students will show growth.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>levels:</p> <ul style="list-style-type: none"> ● PLC work will include analysis of student work samples to check for growth (focus: Gretchen Bernabei Writing Strategies such as kernel essay) ● Writing will be displayed on teacher bulletin boards regularly, ● Teachers will utilize the appropriate district writing rubrics to give students specific feedback ● Focus on alignment across all grade levels ● Utilize PLDS within the Writing process for our ELL students to ensure language development. <p>*Addresses Missed System Safeguards</p>	<p>m teachers Specialist s Intervent ionist</p>	<p>Crunchtime (\$51.70)</p>	<p>2 4 8 9</p>	<p>Walkthroughs PLC Artifacts Writing Target Board</p>	<p>PLC Work Rubric Writing Folders TELPAS</p>	
<p>Teachers will work with small groups daily during Math, Reading and Writing:</p> <ul style="list-style-type: none"> ● Determined based on student needs ● Guided Reading groups ● Intervention Groups (includes Gap filling, NOW intervention, and enrichment) ● Student conferencing ● Focused Instructional Stations (EX: Build/Math Daily 5, Daily Five, Daily Four, Menus) ● Reading and Writing Cadre (K-2) ● After school Tutoring for At-risk students Reading Recovery 	<p>Teachers RR Teacher Tutoring Technolo gy</p>		<p>2 3 9 10</p>	<p>Lesson Plans Walk Throughs Aware Data</p>	<p>Students success outcomes as seen on green, yellow and red Rtl Continuum Sheets, RC Data, etc.</p>	

WIG 1: Improve instruction for ALL K-5 students where 100 % students will show growth.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<ul style="list-style-type: none"> Utilize RR teacher for RR and Literacy Groups Develop a technology plan for our campus for the utilization of (Chrome-Books and iPads) as an instructional tool (instruction and progress monitoring). This includes our district technology plan as well as our campus plan. WORK ON THIS AREA!!! <p>*Addresses Missed System Safeguards</p>						
<p>Utilize special program support / special education through on-going progress monitoring of students they serve:</p> <ul style="list-style-type: none"> Schedules Attendance (both student and teacher)* Progress Monitoring Data <p>*Addresses Misses System Safeguards</p>	Special Program Teachers		1 2 3 8 9 10	Walk Through Data Aware Data Lesson Plans Schedules Assessment Data Attendance Data Progress Monitoring Sheets	Data from Evidence Column	
Professional Development Plans with Teachers (TTESS)	Teachers Administrators		1 2 3 4 5 8 9	Goal-Setting Plan Appraise in Eduphoria Teacher MOY/EOY Conferences Teacher Evaluations	Dependent on teacher goal	
Developing bilingual teacher's capacity to make informed decisions through collaborative professional learning communities focused on topics that	Teachers Administrators Bilingual		1 2 3 4	Staff Development Plan Lesson Plans Bilingual PLC Agenda	Instructional Practices ELI/SELI Reading Levels TELPAS STAAR Scores (ELL)	

WIG 1: Improve instruction for ALL K-5 students where 100 % students will show growth.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
include: progress monitoring of student language acquisition, making instructional decisions based on data, strategies for transfer, and ultimately transitioning students to be successful in middle school. *Addresses Missed System Safeguards	Dept		5 8 9			

WIG 2: Engage the school and community through continuous improvement that results in positive change as measured through survey data.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Maintain positive relationships with community partnerships.	Teachers Administ rators Staff Commun ity		1 2 5 6	Partnerships	Events Partnerships	
Maintain a school culture where teachers and staff encourage and support each other.	Teachers Staff Administ rators		1 2 5	Surveys	School climate	
Engage the community through regular events that promote beneficial outcomes (flu clinics, community fairs, academic nights)	Teachers Administ rators Staff Commun ity		1 2 6 10	Flyers Sign-In Sheets	Participation rates Sign-In Sheets	



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...

Lesson Study/Delivery Processes: Data gathered from team input sheets
Professional Learning Community Agendas/Work
Master Schedule
Benchmark Data
Data Notebooks
Assessment Literacy Work

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...
UBD Planned ahead Persistence Student Conferences Building Confidence Cross Content Curr. Hooks PLC!! Differentiated Assignment/Tools Standard Based Grading Time Specific Targets Goal Setting Safe/Positive Environment Multi-level Questioning Student Rewards Specific Feedback	How to create a positive learning environment in specials where some of our behavior students are struggling? How to expand on higher order thinking in special areas? There needs to be consistency across each classroom.

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.)...

Being prepared ahead of time is a strength of our campus.



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...

Student Survey Data Discipline Referral Data

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...
<p>High percentage of students feel that the principal and teachers care about them. Teachers are available to help students. Students believe at a high rate that their teachers and family believe they can be successful. Students comments indicate that many see Evers as the best school!</p>	<p>There are a few students that do not feel safe at school. Mis-association of getting in trouble is seen as them not being a good student.</p>

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.)...



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...

CLT Agendas/Minutes School Committees Denton ISD Survey Data School and Community Partnerships Survey (Dissertation study) Social Media Activity/Posts
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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...

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.)...

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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...

Family and Community Events / Sign-In Sheets
Parent Volunteers Rosters
Mentor Lists
Denton ISD Survey Data
United Way of Denton County Partnership
UNT and TWU Partnership

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...

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.)...

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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...

Denton ISD Data Dashboard Data for 2013-2014, 2014-2015, 2015-2016 Texas Academic Performance Report (TAPR) 2012-2013, 2013-2014, 2014-2015 School Report Card: 2012-2013, 2013-2014, 2014-2015

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...
<ul style="list-style-type: none"> ● Teacher/Student ratio is smaller than district and state average. ● Overall performance has increased in the past 3 years. ● Office staff is increasing in skills in getting student information quicker ● Kindergarten enrollment has increased ● Other grade levels are stable ● Attendance rate above district and state for 3 years 	<ul style="list-style-type: none"> ● Higher Special Education enrollment than district and state (3 years) ● Higher mobility rate than district in the past 3 years ● More need for ESL teachers ● Math-standards increase and performance has decreased. ● Writing has stayed below 70%

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.)...

<ul style="list-style-type: none"> ● No direct link to class size and performance. Student growth from Reading year to year. ● Staff will need to be flexible to meet the needs of special needs and transient student population. ● Importance of community involvement to support economically disadvantaged students (families)



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...

BrightBytes Survey Data Chromebook Google Doc Request Form Data Professional Development / Training

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...

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.)...

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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...

Texas Academic Performance Report (TAPR) 2012-2013, 2013-2014, 2014-2015 School Report Card: 2012-2013, 2013-2014, 2014-2015

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...
<ul style="list-style-type: none"> - White Students: consistent progress - African : some backsliding but overall progress. - Reading: 31% of student who failed 5th grade round one, passed by round 2 after accelerated instruction. <p>-65% of students met 58% /Hispanic, 65% AA, 75% White</p> <p>Support staff has noted increased confidence in students who receive interventions.</p> <p>Reading intervention (pull out) for 3rd, 4th, 5th graders has created growth for students 1, 2, or more reading levels.</p> <p>Progress on STAAR reading-State 57%</p> <p>28% of students exceed progress 29% AA, 22% Hisp, 38% White</p> <p>On STAAR Reading-State 16%</p> <p>Progress of prior Year STAAR failures-reading</p> <p>2014-All-53%, AA 56%, Hisp. 46%, White 55%</p> <p>2015-All 57%, AA--, Hisp. 65%, White 55%</p>	<p>Math unknown: has been a struggle and benchmark data is showing big struggle here (number sense, multiple step problem solving)</p> <p>Limited growth for Reading Recovery students.</p> <p>Need for consistent progress monitoring and reporting from support staff - graphs, charts, check ins.</p> <p>Need for increased communication between special programs staff and general education teachers, specifically in the area of progress monitoring and intervention planning - common planning, progress monitoring conversations in staff meetings, data meetings, common PLC times, etc.</p> <p>Need for vertical alignment in dual language program.</p> <p>Continued need for spiraling review in math classes in small groups.</p> <p>Ell and economically disadvantaged: focus on vocabulary, staff development on ell development/best strategies</p> <p>Writing was our campuses lowest performing of all subjects (14-15)</p> <p>Continue focus on tier 1 instruction and assessment literacy (using effective formative assessments for early intervention) Hispanic population :</p>

	<p>Continue focus to close the gap-Interviews, progress monitoring, mentoring</p> <p>AA, Hispanic, Econ. Dis., Ell, Sped populations are struggling as compared with other data.</p> <p>Need focus on writing in K-5 as evidenced by 4th writing STAAR</p> <p>Math-</p>
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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.)...

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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...

AESOP Data Intervention Teacher Attendance Weekly Reports Staff Mobility/Stability Data: Teachers by Years of Experience Data from TAPR Reports

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...
Lowest absences in August/September/January/March	Improve attendance in October-December Higher absences on Fridays Higher personal days in October-December

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.)...

Staff take less personal leave in October-December Attendance incentives for staff during October-December



Summary of Priority Needs

Demographics...

Student Achievement...

School Culture and Climate...

Staff Quality, Recruitment and Retention...

Curriculum, Instruction, and Assessment...

Family and Community Involvement...

School Context and Organization...

Technology...

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Sharon Child
Teacher	Yma Villarroel
Teacher	Gayla Bridges
Teacher	Rana Samanie
Teacher	Sunny Emery
Teacher	Whitney Warren
Campus-Based Nonteaching Professional	Courtney Lopez
Campus-Based Para or Operations Staff Rep	Laura Muniz
District-Level Professional	Darby Ahlfinger
Parent Rep	Amber Jackson
Parent Rep	Jennifer Clark
Community Rep	Bryce Olson
Community Rep	
Business Rep	Kayla Stewart
Business Rep	

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

Date	Time	Location
9/13/16	3:30-4:30 PM	Evers Park Library
10/18/16	3:30-4:30 PM	Evers Park Library
11/14/16	3:30-4:30 PM	Evers Park Library
12/6/16	3:30-4:30 PM	Evers Park Library
2/7/16	3:30-4:30 PM	Evers Park Library
4/11/16	3:30-4:30 PM	Evers Park Library
May Date TBD	3:30-4:30 PM	Evers Park Library