

# Providence 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

Educate with enthusiasm and expect excellence

## School Vision

Our shared purpose is to create Braswell High school graduates who are empowered to fulfill our mission to positively impact our local and global community.

## School Values

1. We take pride in growing together and in our authentic relationships with each other.
2. We take pride in our collective commitment to develop the social, emotional, and academic needs of our children.
3. We take pride in celebrating our common successes.
4. We take pride in embracing our opportunities for growth through transparent communication.
5. We take pride in collaborating to improve learning for students at all Braswell schools.

**WIG 1: Improve classroom instruction to ensure that all students demonstrate at least one year of academic growth in language arts and math. This will be evident through ELI, KR, Fountas and Pinnell, Pre- and Post- assessments, and STAAR scores by June 2017.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Targeted writing instruction will be provided to all students (including Economically Disadvantaged and African American) using a variety of resources.</p> <p>*Addresses Missed System Safeguard</p>	Classroom teachers			Lesson plans; IXL; Walkthroughs; Observations; Common assessments	Increase student engagement and STAAR scores	Ongoing reports from IXL. Ongoing formative assessments from each unit of study.
Students in grades K, 1, and 2 will be given the Early Literacy Inventory (ELI) benchmark assessment in the Fall, Winter, and Spring; provide Reading Recovery and literacy groups	K-2 Classroom teachers Reading Recovery	SCE: \$30,000.00 FTEs: 0.5		ELI Assessment Reports	Winter and Spring ELI benchmarks will exhibit at least one year of academic growth for all students.	September January May
Students in all grades will use the programs: IXL, Splash Math, and Think Through Math. Teachers will use Pre/Post assessments and programs to progress monitor.	Classroom teachers Math Int Resource Teachers			IXL Math Splash Math Think Through Math	All grade level assessments, Kathy Richardson, Pre/Post assessments, and STAAR results will exhibit at least one year of academic growth.	Ongoing Pre/Post Unit Assessments
Through PLCs, classroom teachers will participate in unit development through collaboration and coaching which will require students to gain a deeper understanding of the TEKS required.	Classroom teachers Admins Math Int Read Int			Lesson plans, PLC minutes Staff Development Walk throughs, Observations Unit Development Days	Increased student engagement and growth for all students.	Building will provide substitutes 3X per year for unit planning
All classroom teachers will post the daily learning targets for content area in student friendly language. These learning targets will be reviewed with the students prior to the lesson and referenced throughout.	Classroom teachers; Admins Reading Recovery Read Int Math Int			Grade level unit plans Lesson plans Grade level targets Walk throughs Observations	Increased student engagement and one year's academic growth for all students.	Daily

**WIG 1: Improve classroom instruction to ensure that all students demonstrate at least one year of academic growth in language arts and math. This will be evident through ELI, KR, Fountas and Pinnell, Pre- and Post- assessments, and STAAR scores by June 2017.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Instr Coach					
Daily intervention will be provided for at-risk students in 3rd, 4th, & 5th grades by the math/reading interventionist.	Math Int Read Int	SCE \$60,000.00 FTEs: 1.0		Walk-through observations Scheduled meetings with interventionist.	Pre/Post Unit Assessments STAAR scores	Ongoing
Campus administrators will conduct daily walk-through observations to provide feedback to teachers in order to improve instructional practices	Campus admins			Eduphoria Appraisal Feedback Team leader conversations	Increased student explanation of daily learning targets	Ongoing
Writing teacher will attend trainings in-order to gain a deeper understanding of the Language Arts TEKS- Empowering Writer's Workshop "Analyzing Texts and Writing Structure" and "Revising and Editing"	Classroom teachers			Lesson plans, Walkthroughs Observation T-TESS goals	Increase student engagement and increase of student achievement on state standardized assessment	Ongoing formative assessments from each unit

**WIG 2: We will increase extra-curricular opportunities for all grade levels and begin to implement our strength based academy at the fourth grade level . These opportunities will help grow our campus culture and increase positive community support.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Student council opportunities will be open to all students in grades 3-5 to increase our overall number of student council members.	Teacher sponsors Students Parents			Increased student involvement	Denton ISD Community Survey; Increased student involvement; Student academic success when compared to those that are not involved in extracurricular activities at the school.	Ongoing End of the Year Survey End of the Year Academic Results
Our students will be exposed to clubs such as Chess, Gardening, Choir, Running, STEAM, and Early Act	Teacher sponsors Students Parents			Increased student involvement	Denton ISD Community Survey; Increased student involvement; Student academic success when compared to those that are not involved in extracurricular activities at the school.	Ongoing End of the Year Survey End of the Year Academic Results
All students at the 4th grade level will participate in weekly lessons from our Strength Based Academy curriculum.	4th grade teachers Admins			Lesson plans Walk throughs PLC	Strength Based Academy Lessons; Teacher Feedback; Overall student academic performance	Ongoing Pre/Post assessments End of year academic results







## 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/Sequence;

- ELI results
- UBD Units
- Benchmarks
- Common Assessments
- Kathy Richardson assessments
- STAAR Results

## 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"> <li>● Amount of data collected regularly and reviewed in PLC</li> <li>● Effective professional development on campus- Ziemke and District math coach</li> </ul>	<ul style="list-style-type: none"> <li>● Time to plan (Less time for meetings during planning- ARD, 504, etc.)</li> <li>● Vertical teaming alignment processes</li> </ul>

## 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 Development days have been notated on school calendar in which staff will work with district personnel on creating Units of Study. Focus this year will primarily be in the area of mathematics.
- Staff will work with the District Math Coordinator on vertical articulation from K-5.
- Staff will work with District Math Coordinator on several occasions to develop units.
- Staff will work with Reading/Math Interventionist/District Language Arts Coordinator on developing Literacy Units. Units will focus on learning targets, small group instruction, and differentiation.
- Vertical Alignment- Staff will have an understanding of the TEKS for the grade level below and the TEKS expectations for the grade above.

- Continue funding Math/Reading Interventionist

Funding Source: State Compensatory funds will be used to cover for Subs.



## 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
- E-School
- Attendance
- 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...
<ul style="list-style-type: none"> <li>● Blended two neighborhoods (Paloma/Providence)</li> <li>● New school will open in the Fall '16 to relieve overcrowding.</li> <li>● Staff demographics improved to match student population in gender/race</li> </ul>	<ul style="list-style-type: none"> <li>● Smaller class sizes</li> <li>● List of at-risk students by grade and category (to analyze)</li> <li>● Maintain enough support people for special populations</li> </ul>

**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"> <li>● Staff needs to know their students performance level.</li> <li>● Every grade level team will be given a list of academic levels of performance in the areas of reading and math for students they currently have in their classroom. This list will be based on assessments from the previous school year.</li> <li>● In addition, staff also has access to AWARE. Staff can form Quintile groups and analyze past performance on assessments and common benchmarks.</li> </ul> <p>Funding source: State Compensatory Funds</p>
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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...

- Online surveys,
- PTA hours/Meetings;
- PTA minutes;
- Mentors/Volunteers
- Sign in sheets from events

## 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"> <li>● Strong PTA</li> <li>● The number of volunteers/mentors</li> <li>● Student interns</li> <li>● Parents know to ask for community resources and use them</li> <li>● Family Events (Color-Thon, Family Dance, Field Day, Meet the Teacher, etc.)</li> <li>● Not as many parents “roaming” through the building all day</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to develop good working relationships with PTA</li> <li>● Maintain visitor parameters</li> <li>● If possible, staff member/parent on PTA board or even a liaison</li> </ul>

### 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"> <li>● Providence Elementary will continue to work on developing a positive relationship with PTA.</li> <li>● A PTA liaison will be added to ensure communication between school and PTA. PTA liaison will be the school secretary.</li> </ul> <p>Funding Source:</p>
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## School Context and Organization

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

### Potential Data Sources

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

## Data Sources Reviewed

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

### List the actual data sources reviewed below...

- Master Schedule,
- Duty Roster
- Support Services
- Interventionist schedule
- SPED schedule
- Reading Recovery schedule

## 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...
<ul style="list-style-type: none"> <li>● PLC created Pre/Post assessments</li> <li>● After-school collaboration to help meet inclusion needs</li> <li>● Team leader meetings</li> <li>● Dismissal procedure changed</li> <li>● Duty schedule changed</li> </ul>	<ul style="list-style-type: none"> <li>● Better communication between administration and teachers</li> <li>● Get input from those involved in decisions</li> <li>● Clubs/Extra-curricular (Debate, Running, Service Organization, Sports, etc.)</li> </ul>

### 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"> <li>● Weekly communication between administration and staff on upcoming events.</li> <li>● Develop ways for students to get involved with their school community.</li> <li>● An electronic newsletter will be sent to staff on a weekly basis that is informative not only on campus activities, but will also focus on learning targets, CHAMPS, and giving effective feedback.</li> <li>● Create more ways for students to participate in their school community. New clubs will be created: Rotary Chess, Student Council will be opened up for all 3rd-5th grade, Robotics, Gardening, and during 4th/5th specials- Running Club, Early Act, Choir “Providence Performers” and STEAM (Science, Technology, Engineering, Art, and Math)</li> </ul> <p>Funding Source: State Compensatory Funds</p>
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## School Culture and Climate

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

### Potential Data Sources

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

## Data Sources Reviewed

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

### List the actual data sources reviewed below...

- Team Leader Meeting notes
- Teacher feedback
- Parent/Community Surveys

## 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"> <li>● PTA and Staff Collaboration</li> <li>● Parent/room parent support for activities</li> <li>● Approachable administration</li> <li>● Risk-taking is encouraged</li> <li>● Understanding teacher needs</li> </ul>	<ul style="list-style-type: none"> <li>● More room parent involvement</li> </ul>

### 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"> <li>● Parent involvement</li> <li>● School/PTA relationship will continue to be developed. Parents will be a consistent academic support for students during the school day. Seek more parents for “mentor” opportunities.</li> <li>● Continue to grow Watch D.O.G. program.</li> </ul> <p>Funding source: State compensatory Funds</p>
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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...

- HR Applications
- Certifications
- Staff Effectiveness
- Applitrack
- 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...**

<b>Strengths...</b>	<b>Needs...</b>
<ul style="list-style-type: none"><li>● Certified, Effective staff with multiple certifications (ESL/GT/SPED)</li><li>● PLC</li></ul>	<ul style="list-style-type: none"><li>● Keep highly effective staff with new building opening</li><li>● Administrative support (Staff development/Parent concerns)</li><li>● Structured mentorship program for new staff to building, as well as, new to profession</li></ul>

## 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"><li>● Mentor opportunities to keep highly effective staff and new staff.</li><li>● Due to the opening of Bell Elementary, we will have no first year teachers. This area can be explored at a later date pending growth of campus enrollment.</li><li>● Staff will continue to meet in PLCs to support one another throughout the year.</li><li>● Staff will meet in vertical teams</li></ul> <p>Funding Source: State Compensatory Funds</p>
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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...

- STAAR
- Classroom assessments
- Benchmark assessments
- Kathy Richardson
- ELI
- Fontas and Pinnell

## 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...**

<b>Strengths...</b>	<b>Needs...</b>
<ul style="list-style-type: none"><li>● Small group instruction- Teachers know where students are based on ability. No one is flying under the radar.</li></ul>	<ul style="list-style-type: none"><li>● Fine tune small groups and implement learning targets</li><li>● Extend EXPO opportunities to general education classroom</li><li>● Insure a minimum amount of teacher time/small group time for all students at all levels</li></ul>

### 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"><li>● Staff will continue to “fine tune” small group instruction.</li><li>● Refinement of small group instruction will help teachers to better understand effective instruction practice to serve all students effectively.</li><li>● Consistent implementation of learning targets will provide students a clear learning focus.</li><li>● In addition, the District Math Coach will be in the building consistently to help refine and develop our teachers in the area of the “workshop” model to better serve students at all levels.</li></ul> <p>Funding Source: State Compensatory Fund</p>
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## 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...

- PD
- Building technology inventory

## 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...**

<b>Strengths...</b>	<b>Needs...</b>
<ul style="list-style-type: none"> <li>● Useful training to implement in the classroom</li> <li>● Amount of technology available</li> <li>● Technology is used in all content areas</li> <li>● Campus Tech</li> </ul>	<ul style="list-style-type: none"> <li>● More trainings/ refreshers</li> <li>● Tech teacher in computer lab (can add in special area rotation)</li> <li>● Network Bandwidth (connectivity)</li> </ul>

### **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"> <li>● Chromebooks will be deployed from the district. Each 4th-5th grade teacher will receive 15 Chromebooks to use in the classroom in addition to 5 ipads. K will have 10 ipads in each classroom. Grades 1-3 will have 10 Chromebooks and 5 ipads in each classroom. This will ensure a 2:1 ration in all grade levels.</li> <li>● Ongoing professional development opportunities are provided through the technology department.</li> </ul> <p>Funding Source: State Compensatory Funds and PTA donations</p>
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## Summary of Priority Needs

### Demographics...

- Smaller class sizes
- List of at-risk students by grade and category (to analyze)
- Maintain enough support people for special populations

### Student Achievement...

- Fine tune small groups and implement learning targets
- Extend EXPO opportunities to general education classroom
- Insure a minimum amount of teacher time/small group time for all students at all levels

### School Culture and Climate...

- Parent involvement
- School/PTA relationship will continue to be developed. Parents will be a consistent academic support for students during the school day. Seek more parents for “mentor” opportunities.
- Continue to grow Watch D.O.G. program.

### Staff Quality, Recruitment and Retention...

- Staff will continue to meet in PLCs to support one another throughout the year.
- Staff will meet in vertical teams

### Curriculum, Instruction, and Assessment...

- Time to plan (Less time for meetings during planning- ARD, 504, etc.)
- Vertical teaming alignment processes
- Continue funding Reading/Math interventionist

### Family and Community Involvement...

- Providence Elementary will continue to work on developing a positive relationship with PTA.
- A PTA liaison will be added to ensure communication between school and PTA. PTA liaison will be the school secretary.

### **School Context and Organization...**

- Weekly communication between administration and staff on upcoming events.
- Develop ways for students to get involved with their school community.
- An electronic newsletter will be sent to staff on a weekly basis that is informative not only on campus activities, but will also focus on learning targets, CHAMPS, and giving effective feedback.
- Create more ways for students to participate in their school community. New clubs will be created: Rotary Chess, Student Council will be opened up for all 3rd-5th grade, Robotics, Gardening, and during 4th/5th specials- Running Club, Early Act, Choir “Providence Performers” and STEAM (Science, Technology, Engineering, Art, and Math)

### **Technology...**

- Chromebooks will be deployed from the district. Each 4th-5th grade teacher will receive 15 Chromebooks to use in the classroom in addition to 5 ipads. K will have 10 ipads in each classroom. Grades 1-3 will have 10 Chromebooks and 5 ipads in each classroom. This will ensure a 2:1 ration in all grade levels.
- Ongoing professional development opportunities are provided through the technology department.

# Campus Leadership Team (CLT)

## CLT Members

Role	Name
Teacher	Deanne Haas
Teacher	Corree Bond
Teacher	Carrie Arispe
Teacher	Kelly Cooper
Teacher	Lisa Gibbons
Teacher	Consonya Owens
Teacher	Debra Renner
Teacher	Nancilou Jones
Campus-Based Nonteaching Professional	Rhonda Banks
Campus-Based Para or Operations Staff Rep	Shelby Smith
District-Level Professional	Jennifer Hood
Parent Rep	Melissa Withaeger
Parent Rep	
Community Rep	Amelia Torres
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
9/19/16	3:10	Providence Library
10/17/16	3:10	Providence Library
11/28/16	3:10	Providence Library
12/12/16	3:10	Providence Library
1/23/17	3:10	Providence Library

2/13/17	3:10	Providence Library
3/20/17	3:10	Providence Library
4/17/17	3:10	Providence Library
5/15/17	3:10	Providence Library