

Pecan Creek 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

Learning together to make our world a better place.

School Vision

We believe that all students have unique potential for learning and succeeding in an ever-changing global society. We will support their social, emotional, and academic growth in a safe, respectful environment.

School Values

Creativity: We will model creative thinking and honor the creativity we see in students' work.

Leadership: We will create opportunities for students to learn and practice authentic leadership skills.

Curriculum Development: We will model high expectations for learning and involve students in their own learning decisions.

Advocacy for One Another: We will honor students who exemplify helpful, supportive actions toward others.

School Motto

"Learning Together, We All Grow"

WIG 1: By June 2017, Pecan Creek Elementary will decrease the percentage of students requiring Tier 2 and Tier 3 interventions from 20% to 15% by aligning instructional and assessment practices horizontally and vertically.

Leads/Action Steps	Person(s)	Fund/\$/FT Es	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Ensure students understand learning targets <i>Addresses missed system safeguard</i>	Teachers, Administrators		2, 3, 4, 8	Walk through and evaluation data, formative and summative assessment data	Students are able to communicate learning targets in 100% of the classrooms visited	
Professional development in core-content areas <i>Addresses missed system safeguard</i>	Administrators, Teachers, District Personnel	TI: \$25000	1, 2, 3, 4, 5, 8	Agendas, walk through and evaluation data, formative and summative assessment data	Implementation of learned skills, knowledge, and strategies in the instructional environment	
Monthly meetings to discuss students of concern and students new to the campus <i>Addresses missed system safeguard</i>	Administrators, Interventionist, Attendance, Nurse, Counselor, BE/ESL Coach		2, 7, 8, 9, 10	Meeting minutes and RtI forms	Students are appropriately placed and receive appropriate/necessary services within six weeks of identification	
Monthly PLC meetings to analyze student performance data in order to inform instruction and interventions <i>Addresses missed system safeguard</i>	Administrators, Teachers, Interventionists, BE/ESL Coach		2, 7, 8, 9, 10	PLC agendas and minutes	Increased student performance on local and state assessments	
Provide math intervention to fill gaps in prior knowledge	Interventionists	TI: \$30,000 FTEs: 0.5 SCE: \$30,000 FTEs: 0.5	8, 9, 10	Intervention data and anecdotal notes	Increased student performance on local and state assessments	
Provide reading intervention and literacy groups to fill gaps in prior knowledge <i>Addresses missed system safeguard</i>	Interventionists	TI: \$30,000 FTEs: 0.5 SCE: \$30000 FTEs: 0.5	8, 9, 10	Intervention data and anecdotal notes	Increased student performance on local and state assessments	
Provide appropriate interventions for all student groups <i>Addresses missed system safeguard</i>	Teachers, BE/ESL Coach, Interventionists	TI: \$10.000	8, 9, 10	Intervention data and anecdotal notes	Increased student performance on local and state assessments	

WIG 1: By June 2017, Pecan Creek Elementary will decrease the percentage of students requiring Tier 2 and Tier 3 interventions from 20% to 15% by aligning instructional and assessment practices horizontally and vertically.

Leads/Action Steps	Person(s)	Fund/\$/FT Es	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teacher participation in instructional rounds to align instructional and assessment practices <i>Addresses missed system safeguard</i>	Teachers, Administrators, Coaches		2, 3, 4	Walk through data and anecdotal notes	Core-content instructional and assessment practices aligned horizontally and vertically	
Monthly vertical team meetings to align instructional best practices and integrate formative assessment strategies in grades K-5 <i>Addresses missed system safeguard</i>	Administrators, Teachers, Interventionists		2, 3, 4, 8, 9, 10	Vertical team portfolios	Increased student performance on local and state assessments	

WIG 2: By June 2017, Pecan Creek Elementary will establish a safe and positive social, emotional, and academic culture on campus through events and programs to encourage collegiality, creativity, compassion, innovation, and collaboration.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Offer a variety of co-curricular and extracurricular events	Teachers, Administrators, Interventionists		1, 6, 10	Number of offerings	Participation in events	
Increase parent involvement through communication, meetings, and events	Teachers, Administrators	TI: \$1551	6	Sign-in sheets, attendance at events	Increase in the number of PTA members and an increase in the number of volunteer hours	
Implement project-based and inquiry-based learning <i>Addresses missed system safeguard</i>	Teachers, Administrators, BE/ESL Coach	TI: \$25,000	1, 2, 3, 4, 5, 6, 10	Walk through data and student portfolios	Increased student performance on local and state assessments	
Increase the implementation of STEM-based activities <i>Addresses missed system safeguard</i>	Teachers, Administrators, Interventionists		1, 2, 3, 4, 5, 6, 10	Number of offerings and student portfolios	Participation in events and increased performance on local and state assessments	
Continue to promote positive health and wellness for students	Teachers, Nurse, Counselor		2, 10	Campus physical education program, DISD track meet, health lessons, Field Day	Number of lessons offered and number of participants in events	
Provide monthly character-education themes and lessons	Counselor		2, 10	Guidance lessons and student participation in events	Number of student submissions for the "Pecan Creek Kid of Character"	
Provide opportunities for students to experience and engage in real-world learning experiences	Teachers, Administrators, Counselor		1, 2	Field trips, assemblies, learning activities	Students will be able to connect real-world learning experiences to curricula	
Provide technology resources for teachers and students	Administrators, Teachers	TI: \$10,000	1, 2	Utilization of technology resources in classrooms	Students will be able to utilize technology to create, innovate, and collaborate	
Provide monthly technology integration professional development for teachers	Instructional Technology Specialists, Teachers,		1, 2, 3, 4, 5	Monthly professional development offerings	Teacher attendance and sign-in sheets	

WIG 2: By June 2017, Pecan Creek Elementary will establish a safe and positive social, emotional, and academic culture on campus through events and programs to encourage collegiality, creativity, compassion, innovation, and collaboration.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Administrators					
Strive to maintain a safe and civil campus culture that promotes high standards of academic achievement	Teachers, Administrators, Counselor		1, 2, 5, 6, 10	CHAMPS, character education programs, PTA-sponsored programs	Positive responses on stakeholder surveys	



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...

UbD Units; Standards-Based Curriculum Resources; Lesson Plans; Differentiation Strategies; Professional Development Offerings (Campus and District); Scope and Sequence; Common Assessment Data (Formative and Summative); Report Card Assessments; Technology Integration; Vertical Team Portfolios; PLC Minutes

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...
Differentiating instruction based on the needs of the specific learners; Clarifying learning targets so all students know their goals; Working with students to track their individual progress towards the attainment of goals; Implementation of best practices recommended by the campus and district; Increased integration of technology	Additional technology training; Vertical alignment processes; Professional development on helping students autonomously set and track goals

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.)...

We will implement monthly vertical team meetings to look at formative assessment data to guide our instructional practices. Grade level PLCs will work to align UbD units that are not aligned to the report card assessments. Provide professional development on technology integration and district/campus initiatives. Professional development will be funded through Title 1 funds. Intervention will be funded through SCE funds and Title 1 funds.



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...

Campus Enrollment Data; Special Education Numbers; Section 504 Numbers; EXPO Numbers; Race/Ethnicity Data; At-Risk Numbers; Socioeconomic Data; Attendance Data; Student-Teacher 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...
Representation of minority faculty and staff; Stability of diverse enrollment; Two-way dual language program; Inclusive of all demographic groups; A variety of clubs/organizations tailored to diverse student population	Improve the services offered to our Gifted and Talented student population; Continue to strive to improve the home-school connection

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.)...

We will continue to evaluate our co-curricular and extra-curricular offerings to ensure inclusiveness of all student groups. Additionally, we will continue to evaluate the effectiveness of our parent involvement events, during and after school, to increase the home-school connection.



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 Logs; Faculty Surveys; Participation in Parent-Involvement Events; Community Partnership Data; Parent Surveys; PTA Meeting Agendas and Minutes

Findings/Analysis

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

Strengths...	Needs...
Numerous volunteer hours logged; Large turn-out at after-school events; Counselor involvement with local organizations to meet students' needs; Large parent involvement in organizing and facilitating cultural awareness events	Continue our effort to involve all cultures in parent-involvement events; Continue efforts to raise cultural awareness with our student population

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.)...

We will continue to work collaboratively with parents and staff members to determine the best ways to provide opportunities to raise cultural awareness. We will gather data at the end of each school year to evaluate our parent-involvement events to make them relevant and beneficial to the families we serve.



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 Schedule; Safety Plan; Faculty and Staff Guidelines; Teacher Evaluation Systems; Schoolwide Safety Plan

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...
Student data is analyzed at the end of each year to develop class lists; Master schedule is developed based on the strengths of the teaching staff and the makeup of the grade level teams; Teachers have input in the organization of the campus, including the calendar, schedule, etc.	Continue to analyze formative assessment data to make decisions regarding intervention schedules based on student need

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.)...

We will work to continually analyze formative and summative data to determine if our school structures are working in the best interest of the students we serve. This includes, but is not limited to our daily schedule and intervention schedule.



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...

Co-curricular and Extra-curricular Offerings; Schoolwide Safety Program; Discipline Referral Data; Staff Surveys; Parent Surveys; Classroom Walkthrough Data; Parent Conference 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...
<p>Little staff turnover each year; Parents report satisfaction with the campus; Staff members report satisfaction with the campus; Students participate in co-curricular and extra-curricular offerings; Staff members report feeling safe on campus; Ample recognition of volunteers, parents, and staff members; Kids of Character</p>	<p>Consistent implementation of CHAMPS; Work collaboratively with our PTA to monitor and adjust school safety procedures</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.)...

The campus will offer continued professional development in CHAMPS in order to provide a safe and civil campus. Furthermore, the Campus Leadership Team will work collaboratively with the PTA to monitor and adjust school safety procedures.



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...

Staff Surveys; Professional Development Logs; Teacher Certification Data; Paraprofessional Qualification Data; Staff Mobility Data; Teacher Evaluation System

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...
30% of teachers hold a Master’s Degree; 1% of faculty/staff hold a Doctoral Degree; 32% of teachers have taught at the campus for 10+ years; 100% of the teachers attend summer professional development opportunities; Little teacher turnover from year-to-year	Continue to seek highly qualified, dedicated teachers to fill vacancies; Continue to promote and encourage attendance at district-offered professional development; Provide strong initial and continuous mentoring for new teachers

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.)...

We will assist mentors with activities and resources to mentor new teachers. We will also continue to encourage a learning orientation and a growth mindset. Professional development will be funded through Title 1.



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 Data; ELI/SELI Data; Kathy Richardson Data; TELPAS Data; RtI Data; Formative Assessment Data; System Safeguards Data; Summative Assessment 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...
The staff works together to ensure all students are making progress toward their personal learning goals; The campus offers strong Tier 2 and Tier 3 interventions; Support personnel offers support to help meet students' needs	The subpopulations, Hispanic and Low Socioeconomic Status, are not as successful as the All Students category; Continued efforts towards stronger vertical alignment

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.)...

We will continue to work utilize assessment (formative and summative) data to drive and improve Tier 1 instruction for all students. We will continue to monitor students in subpopulations to work to close the achievement gap. Professional development regarding instructional strategies will be funded through Title 1 funds. Interventionists will be funded through SCE funds and Title 1 funds.



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...

Campus Technology Plan; Classroom Technology Needs; Technology Professional Development Offerings; Faculty 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...
Continued effort to increase the amount of technology resources on campus each year; Professional development offerings for technology tailored to the needs of teachers; Students are trained in acceptable use policies	More technology devices for student use

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.)...

The campus will continue to allot resources to purchase more devices for student use. Devices may be purchased with Title 1 funds or out of the campus budget. Furthermore, professional development on the integration and use of technology will be funded by Title 1.



Summary of Priority Needs

Demographics...

We will continue to evaluate our co-curricular and extra-curricular offerings to ensure inclusiveness of all student groups. Additionally, we will continue to evaluate the effectiveness of our parent involvement events, during and after school, to increase the home-school connection.

Student Achievement...

We will continue to work utilize assessment (formative and summative) data to drive and improve Tier 1 instruction for all students. We will continue to monitor students in subpopulations to work to close the achievement gap. Professional development regarding instructional strategies will be funded through Title 1 funds. Intervention will be funded through SCE funds and Title 1 funds.

School Culture and Climate...

The campus will offer continued professional development in CHAMPS in order to provide a safe and civil campus. Furthermore, the Campus Leadership Team will work collaboratively with the PTA to monitor and adjust school safety procedures.

Staff Quality, Recruitment and Retention...

We will assist mentors with activities and resources to mentor new teachers. We will also continue to encourage a learning orientation and a growth mindset. Professional development will be funded through Title 1.

Curriculum, Instruction, and Assessment...

We will implement monthly vertical team meetings to look at formative assessment data to guide our instructional practices. Grade level PLCs will work to align UbD units that are not aligned to the report card assessments. Provide professional development on technology integration and district/campus initiatives. Professional development will be funded through Title 1 funds. Interventionists will be funded through SCE funds and Title 1 funds.

Family and Community Involvement...

We will continue to work collaboratively with parents and staff members to determine the best ways to provide opportunities to raise cultural awareness. We will gather data at the end of each school year to evaluate our parent-involvement events to make them relevant and beneficial to the families we serve.

School Context and Organization...

We will work to continually analyze formative and summative data to determine if our school structures are working in the best interest of the students we serve. This includes, but is not limited to, our daily schedule and intervention schedule.

Technology...

The campus will continue to allot resources to purchase more devices for student use. Devices may be purchased with Title 1 funds or out of the campus budget. Furthermore, professional development on the integration and use of technology will be funded by Title 1.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Shelli Ragland
Teacher	Mendy Bommarito
Teacher	Brian Klauer
Teacher	Wendy Meador
Teacher	Ami Ware
Teacher	Veronica Montes
Teacher	Emily Galindo
Campus-Based Nonteaching Professional	Shannon Wickstrom
Campus-Based Para or Operations Staff Rep	Christy Watson
District-Level Professional	Sandy Brown
Parent Rep	Amy Terrell
Parent Rep	Suzanne Danhof
Community Rep	Beth Solley
Community Rep	Rebecca Lawler
Business Rep	Jeff Wickstrom
Business Rep	Matt McDaris

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

Date	Time	Location
September 8, 2016	3:00-4:00pm	Pecan Creek Elementary Library
September 29, 2016	3:00-4:00pm	Pecan Creek Elementary Library
November 9, 2016	3:00-4:00pm	Pecan Creek Elementary Library
February 8, 2017	3:00-4:00pm	Pecan Creek Elementary Library
April 25, 2017	3:00-4:00pm	Pecan Creek Elementary Library