

**2016-2017
Campus Improvement Plan
for
Tomas Rivera Elementary School**

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

Tomas Rivera Elementary School's Mission Statement

Our mission, in partnership with parents and the community, is to promote academic excellence and to develop responsible citizens, problem solvers, and life-long learners.

Board Goals

Denton Independent School District's Board Goals

I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate... In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement...In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources...In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Campus Improvement Plan Tomas Rivera Elementary School

Progress Report Date:

WIG 1

Promote a healthy, engaged, and orderly school environment by increasing respectful interactions among students from 50% to 75%, as evidenced by the Safety and Behavior section of the Campus Culture and Climate survey and increase campus wide attendance from 95.1% to 96.5% by June 2017.

Lead (Action Steps)	Persons Responsible/Resources	TI	SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Staff will provide targeted, research-based interventions to "all" students coded as "Red" in academic and/or behavioral areas on the Rtl Red, Yellow, Green list. X Addresses missed system safeguard	Interventionists Classroom Teachers	<u>X</u>	1 2 3 8 9	Walkthroughs Tier III Lists Intervention Groupings	Benchmarks Assessments,	
Coaching and planning support will be provided to teachers of ELL and ESL students X Addresses missed system safeguard	Interventionists Bilingual/ESL Specialist TI \$ FTE	<u>X</u>	3 9	Lesson Plans Meeting Minutes	Benchmarks Assessments	
Provide additional Bilingual/ESL instructional support to struggling students, specifically in the Bilingual classroom and to Bilingual & ESL teachers campus wide X Addresses missed system safeguard	Principal Bilingual/ESL Dept.	<u>X</u>	1 3 5 8 9	Lesson Plans Meeting Minutes Meeting Notes	Benchmarks Assessments	
Teachers will meet regularly to discuss struggling students and to develop individualized academic and behavioral plans for students X Addresses missed system safeguard	Administration Teachers	<u>X</u>	1 2 8 9	Meeting Agendas Tier III Schedule Meeting Notes	Benchmarks Assessments	
Engage parents in the educational process by providing them with parenting tips, literature, and materials in order to support	Administration Teachers	<u>X</u>	1	Newsletters, fliers, websites, emails,	Surveys	

<p>their child at home</p> <p>X Addresses missed system safeguard</p>	<p>Counselors</p> <p>TI \$ FTE</p>	<p><u>X</u> 2</p> <p><u>X</u> 6</p> <p><u>X</u> 7</p>	<p>social media outlets, School Messenger</p>		
<p>Continue to provide student Service Learning opportunities and student extracurricular activities to enrich student learning experiences and civic responsibility, such as Student Council, StarWorks, Star Safety Patrol, Green Team, & campus Clubs</p> <p>Addresses missed system safeguard</p>	<p>Staff Administration</p> <p>SCE \$ FTE</p> <p>TI \$ FTE</p>	<p><u>X</u> 7</p> <p><u>X</u> 10</p>	<p>Service Logs Observations Citations Meeting Agendas Meeting Notes</p>	<p>Surveys</p>	
<p>Utilize a campus behavior framework, such as Safe and Civil Schools and CHAMPS, to create a common language and behavior expectations for all students</p> <p>Addresses missed system safeguard</p>	<p>All Rivera Staff</p>	<p><u>X</u> 6</p>	<p>CHAMPS Materials Tier III Notes</p>	<p>Surveys Bullying Reports Discipline Reports Attendance</p>	
<p>Continue Communities in Schools (CIS) to address the needs of the "whole" child through mentorship, homework support, enrichment programs, parent resources and educational opportunities</p> <p>X Addresses missed system safeguard</p>	<p>CIS Coordinators Staff Campus Administration</p>	<p><u>X</u> 7</p>	<p>Case Logs Observations Volunteer Hours</p>	<p>CIS Reports Surveys</p>	
<p>Continue guidance lessons and small group counseling, such as Boys to Men and Salvaging Sisterhood groups for at-risk students, specifically our struggling AA students</p> <p>X Addresses missed system safeguard</p>	<p>Counselors CIS Coordinator</p>	<p><u>X</u> 1</p> <p><u>X</u> 10</p>	<p>Meeting Agendas Counseling Logs Lesson Plans</p>	<p>Surveys</p>	
<p>Continue to recruit and retain highly qualified, Title I experienced professionals and continue to maintain a diverse educational staff</p> <p>X Addresses missed system safeguard</p>	<p>Principal</p>	<p><u>X</u> 5</p>	<p>Interview Notes</p>	<p>Staff Lists Surveys Hiring Recommendations</p>	
<p>Work with the Rivera CLT to create parent, student, and staff surveys to assess campus needs and to develop plans to improve the school's culture and learning climate</p> <p>X Addresses missed system safeguard</p>	<p>Principal Leadership Team</p>	<p><u>X</u> 1</p>	<p>CLT Agendas Minutes</p>	<p>Surveys</p>	
<p>Continue to recruit professional and diverse parent and</p>	<p>Administration</p>	<p><u>X</u> 1</p>	<p>Observations</p>	<p>Volunteer Hours</p>	

community volunteers and mentors to provide academic support to students and to participate in campus activities X Addresses missed system safeguard	Counselors CIS Coordinator SCE \$ FTE	<u>X</u> 7	Sign-In Sheets		
Continue the Watch D.O.G.S. program to promote campus safety & parental involvement Addresses missed system safeguard	Counselors Administration SCE \$ FTE	<u>X</u> 1 <u>X</u> 6 <u>X</u> 10	Sign-in Sheets Meeting Agendas Presentation Slides Fliers	Surveys Volunteer Hours	
Utilize media and technology formats to effectively communicate with and provide information to parents regarding the campus mission, vision, & expectations Addresses missed system safeguard	Administration Teachers TI \$ FTE	<u>X</u> 1 <u>X</u> 6	Blogs Facebook, Twitter Websites School Messenger	Surveys	
Provide opportunities, such as educational classes, training, and evening activities and events for parents to interact socially and academically with the Rivera school community Addresses missed system safeguard	Administration Counselors Adult & Community Education TI \$ FTE	<u>X</u> 1 <u>X</u> 6 <u>X</u> 10	Sign In Sheets Planning Notes Agendas Fliers	Surveys	
Provide a forum for parents and students to have a "voice" in campus decision-making Addresses missed system safeguard	Administration	<u>X</u> 6	Suggestion Box Blogs Tier III Committee Class Meetings Student Council Tier III Meetings	Survey Results	
Reinforce the campus mission and expectations by rewarding students and staff for "good" deeds, for displaying excellence, and for exemplifying the 6 Character Pillars Addresses missed system safeguard	Administration All Staff	<u>X</u> 2	Star Tickets Student and Staff Incentives & Awards Student of the Month Display	Student & Staff Surveys	
Continue to partner with the high school and middle school in our zone to provide mentoring services (PALS) and local colleges and universities to provide counseling (Play Therapy) and mentoring services	CIS Coordinator Counselors Administration	<u>X</u> 1 <u>X</u> 9	Counseling Logs Emails Fliers	Play Therapy Data & Reports Volunteer Hours	

Addresses missed system safeguard						
Continue to employ an at-risk counselor to address the needs of our most "at-risk" & struggling students Addresses missed system safeguard	Principal SCE \$ FTE 1.0	<input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	5	Hiring Recommendation	Surveys
Continue to provide bullying prevention & drug awareness education by providing materials, literature, and programs, such as "Bucket Filling", Teamwork, Class Meetings, KELSO, Six Pillars of Character, CHAMPS, etc. X Addresses missed system safeguard	At Risk Counselor SCE \$ FTE TI \$ FTE	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 10		Counseling Minutes Lesson Plans Meeting Agendas	Bullying Reports Surveys
Provide attendance incentives to engage students and provide literature to parents on the benefits of students attending school Addresses missed system safeguard	Administration Attendance Committee Counselors TI \$ FTE	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 6 7 10		Meeting Minutes Incentives Meeting Agendas	Attendance Reports Surveys
Plan activities and events to celebrate and support cultural awareness and diversity on campus Addresses missed system safeguard	Administration Counselors Multicultural Committee TI \$ FTE	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2		Meeting Agendas Fliers	Surveys
Campus book study on how to build a strong student-teacher connection in the classroom and how to build a productive classroom environment. Addresses missed system safeguard	All Staff TI \$750 FTE	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 4		Presentation Slides Emails Meeting Agendas	Surveys
Provide Kindergarten Orientation for incoming Kindergarten students in order to provide a seamless transition from PreK to Kindergarten Addresses missed system safeguard	Administration Kindergarten Teachers Counselors				Fliers Orientation Schedule	Surveys

Book study with Team Leaders on how to build and maintain effective teams Addresses missed system safeguard	Administration Team Leaders		Meeting Minutes	Surveys	
Diversity Training will be provided in order to promote healthy relationships on campus Addresses missed system safeguard	Presenter Principal All Staff		P.O.'s Sign In Sheets Registration	Surveys	
Special education staff will meet regularly as a group and with teachers in PLC to discuss student concerns and individual students' learning plans. X Addresses missed system safeguard	SPED Teachers Specialists Teachers		Meeting Agendas Meeting Minutes	Benchmarks Assessments	
Specialized on campus professional development will be provided for all special education teachers X Addresses missed system safeguard	SPED Teachers Specialists Principal		Presentation Notes & Slides	Benchmarks Assessments	
The Rivera Attendance Committee will meet regularly to discuss attendance concerns and to develop intervention plans in regards to students with excessive loss on instructional time Addresses missed system safeguard	Assistant Principal Receptionist At Risk Counselor Teachers		Meeting Sign In Sheets Meeting Agendas	Attendance Data & Reports	
Utilize Ready Rosie to reinforce PreKinder through 2nd grade students' early learning experiences Addresses missed system safeguardtest	Teachers		Fliers	Ready Rosie Data	

Campus Improvement Plan Tomas Rivera Elementary School

WIG 2

Improve Tier I instruction so that 100% of all K-2 students noted as at-risk on ELI/SELI will move from the category of "At-Risk" to "Progressing", 100% of all K-2 students noted as at-risk on Kathy Richardson will move from the category of "At-Risk" to "Progressing", and students tested in grades 3-5 will increase from 69% to 75% in STAAR Index 1 (Student Achievement) by June 2017.

Lead (Action Steps)	Persons Responsible/Resources	TI	SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Use data to create reading, math, and science SMART goals X Addresses missed system safeguard	Teachers Administration	<u>X</u>	1 2 8	Interventions/ Enrichment, Student Grouping Lists, Smart Goals' Worksheet	Teacher Scoreboards Data Binders Benchmarks Assessments	
Progress monitoring will be used to chart students learning and set academic and behavioral goals; data binders and or electronic binders will be utilized X Addresses missed system safeguard	Teachers Specialists Administration	<u>X</u>	1 2 8	Data binders See-Saw DoJo My Stories, Tier III Notes	Report Cards Surveys Benchmarks Assessments Discipline Reports	Nov Feb
Provide a targeted enrichment & intervention time during the school day X Addresses missed system safeguard	Teachers Interventionists	<u>X</u>	1 2 3 8 9	Meeting Agendas Meeting Minutes	Benchmarks Assessments	
Promote and provide high quality training and staff development for staff centered on school improvement Addresses missed system safeguard	Administration Coaches Specialists Teachers TI \$ FTE	<u>X</u>	3 4	Documentation of Registration Sign-in Sheets Hand-outs	Benchmarks Assessments	

<p>Provide training, instructional resources, supplies, technology, and materials to teachers to promote student learning and engagement in the classroom, specifically in the areas of Writing, Reading, & Mathematics and in meeting the needs of AA and SPED students</p> <p>X Addresses missed system safeguard</p>	<p>Administration Coaches</p> <p>TI \$ FTE</p>	<p><u>X</u> 1</p> <p><u>X</u> 2</p> <p><u>X</u> 4</p>	<p>Meeting Agendas Meeting Notes</p>	<p>Benchmarks Assessments</p>	
<p>Vertical Teams and PLCs meet on a consistent basis to discuss student data, dig deeply into the TEKS, and to make instructional decisions</p> <p>X Addresses missed system safeguard</p>	<p>Teachers Administration Specialists</p>	<p><u>X</u> 1</p> <p><u>X</u> 2</p> <p><u>X</u> 4</p> <p><u>X</u> 8</p>	<p>Meeting Agendas Meeting Notes</p>	<p>Benchmarks Assessments</p>	
<p>Campus interventionists and coaches will take an active role in coaching, mentoring, planning, and serving as resources to teachers and in providing interventions to at-risk students</p> <p>X Addresses missed system safeguard</p>	<p>Specialists Administration</p> <p>TI \$ FTE 2</p> <p>SCE \$ FTE 2</p>	<p><u>X</u> 1</p> <p><u>X</u> 2</p> <p><u>X</u> 3</p> <p><u>X</u> 4</p> <p><u>X</u> 8</p>	<p>Specialists' Notes Meeting Notes</p>	<p>T-TESS Observations Walkthroughs Benchmarks Assessments</p>	
<p>Work with teams to dig deeper into the TEKS and to identify essential learnings using LEAD4ward data.</p> <p>X Addresses missed system safeguard</p>	<p>Administration Specialists Teachers</p> <p>TI \$ FTE</p>	<p><u>X</u> 1</p> <p><u>X</u> 2</p> <p><u>X</u> 4</p> <p><u>X</u> 8</p>	<p>Roadmaps Implementation Plans Meeting Agendas</p>	<p>Benchmarks Assessments</p>	
<p>Provide in-school and home online reading instruction for all students in grades 3-5 reading to help build students' comprehension skills and to track students' reading progress</p> <p>X Addresses missed system safeguard</p>	<p>Principal Computer Lab Paraprofessiona Reading Specialists Teachers</p> <p>TI \$ FTE</p>	<p><u>X</u> 9</p>	<p>Progress Monitoring Charts Computer Lab Schedules</p>	<p>Benchmarks Assessments</p>	
<p>Continue to enhance classroom instruction by supporting and updating the campus and literacy libraries with books, supplies, and materials in both English and Spanish</p> <p>X Addresses missed system safeguard</p>	<p>Principal Librarian Reading Specialists</p>	<p><u>X</u> 1</p> <p><u>X</u> 2</p>	<p>PO's Library newsletters</p>	<p>Library Survey</p>	

Continue to support classroom instruction by providing up-to-date classroom technology to enhance instruction and to increase student engagement X Addresses missed system safeguard	ITS Principal SCE \$ FTE	<u>X</u> 4	P.O.'s Observations Sign-In Sheets	Technology Survey Staff Survey	
Hire additional paraprofessional to assist with Reading & Math interventions for all students in grades 2-5 X Addresses missed system safeguard	Principal TI \$ FTE 1	<u>X</u> 1 <u>X</u> 9	Intervention Logs Observations Rec to Hire	Benchmarks Assessments	
Promote the professional growth and development of school staff by leading and participating in school wide book studies focused on school goals and objectives Addresses missed system safeguard	Administration Staff	<u>X</u> 2 <u>X</u> 4	Agendas Notes Presentation Materials Handouts	Surveys	
Provide research based literacy & assessment kits for intervention and progress monitoring, such as Fountas & Pinnell and DRA kits, etc. X Addresses missed system safeguard	Principal Interventionists Teachers TI \$ FTE	<u>X</u> 2 <u>X</u> 9	P.O.'s	Tier III Notes Progress Monitoring Charts	
Utilize a Reader's, Writer's, & Math workshop to increase comprehension, and math and reading skills X Addresses missed system safeguard		<u>X</u> 2 <u>X</u> 3 <u>X</u> 9			
Provide online TEKS based reading/math interventions, such as Reasoning Minds, Think Through Math, Reading A-Z, and iStation to students in grades 2-5 Addresses missed system safeguard	Principal Computer Lab Paraprofessional Coaches Specialists	<u>X</u> 9	Progress Monitoring Charts Computer Lab Schedules	Benchmarks Assesments	
Utilize formative assessment in which teachers are able to systemically observe, record, and evaluate changes in students' academic performance X Addresses missed system safeguard		<u>X</u> 2 <u>X</u> 8 <u>X</u> 9	P.O.'s	Benchmarks Assessments	

<p>Campus wide focus on non-fiction and expository texts in order to build students' expository reading and writing and higher order thinking skills</p> <p>X Addresses missed system safeguard</p>	<p>Teachers Administration Specialists</p>	<p><u>X</u> 1 <u>X</u> 2</p>	<p>Lesson Plans P.O.'s</p>	<p>Walkthroughs Benchmarks Assessments</p>	<p>Nov Considerable Progress </p> <p>Feb Considerable Progress </p>
<p>All K-2 teachers will participate in the district Writing and Reading CADREs</p> <p>X Addresses missed system safeguard</p>	<p>Principal Teachers</p> <p>TI \$ FTE</p>	<p><u>X</u> 1 <u>X</u> 2 <u>X</u> 4</p>			<p>Nov Accomplished </p>
<p>Guided Reading and the Comprehension Toolkit will be utilized campus wide to develop students' reading independence and comprehension skills</p> <p>X Addresses missed system safeguard</p>	<p>Teachers Specialists</p>	<p><u>X</u> 2 <u>X</u> 3 <u>X</u> 8 <u>X</u> 9</p>	<p>Running Records Progress Monitoring Charts</p>	<p>Benchmarks Assessments</p>	
<p>Utilize on-going formative assessment techniques to identify students' reading, writing, and math patterns and misconceptions</p> <p>X Addresses missed system safeguard</p>	<p>Teachers Interventionists Specialists</p>	<p><u>X</u> 2 <u>X</u> 3 <u>X</u> 8 <u>X</u> 9</p>	<p>Running Records Progress Monitoring Charts</p>	<p>Benchmarks Assessments</p>	
<p>Provide campus mentoring and individualized professional development to new campus staff</p> <p>Addresses missed system safeguard</p>	<p>Administration Teachers</p>	<p><u>X</u> 5</p>	<p>Meeting Agendas Meeting Minutes</p>	<p>Surveys</p>	

Tomas Rivera Elementary School Campus Improvement Plan

2016-2017 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Tomas Rivera Elementary School conducted a comprehensive needs assessment for the 2016-2017 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



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
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

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.

Math Placement Test

Fountas and Pinnell

Math and Reading District Benchmarks

Math Intervention and STAAR Intervention data

Math and Reading Released STAAR

Reading Recovery Data

Math and Reading Common Assessment

ELI/SELI

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 reveals 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

Rivera students consistently achieve at a higher rate

Interventions are working

Students who attended 21st century for homework support have stronger test results

Push-In works with teachers who were receptive

Needs

More consistent Tier 1 instruction

Utilization of the Reading and Math Workshop models

Need for more focused planning

Inconsistent use of the Literacy Library

More leveled readers, especially for upper grades

Find a balance in order to hit all of the "BIG" rocks

Summary of Needs

PD is needed to clarify what is a good SPED referral and to clarify the Rtl documentation process

Utilize more Reading and Math Workshop Models

Tier 1 instruction needs to improve more rigor and engagement

Utilize math best practices, increase critical thinking, rigor, engagement & understanding

Need more Informational Text and Non-Fiction

PD on how to work with students from special populations

Need for a more aligned writing program, specifically our Bil students

Implementation and accountability for Guided Reading

Accountability and Vertical Teaming is needed in all subject areas



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, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement 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.

PEIMS Report

See page 7 of the guide for probing questions related to demographics.

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 reveals 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

Diverse campus and staff

Increase in EXPO students

More opportunities for students with a second Language on campus

Needs

Classroom space, ESL support

Need for diverse staff & diverse responses to students

Training to properly identify EXPO students

Need more additional staff training

More district support of ESL programs and students

Lower student ratios

Summary of Needs

Training is needed to properly identify gifted and talented (EXPO) students

There is a need for additional support for ELL students

More space for teaching in the classrooms

Need for staff diversity training

Need more additional academic support for our growing AA population

Need for additional academic support for our SPED students



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.

A review of Rivera webpages

Informal discussion and observations

Data shared with CLT in May 2012 related to behavior

Data shared with CLT in May 2012 related to parent and teacher surveys

Data received related to PDAS Classroom Walkthrough, Informal Observations and Teacher Consultations

Current ELI/SELI, Kathy Richardson, and benchmark scores

See page 9 of the guide for probing questions related to School Culture and Climate

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 reveals 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

Most staff remember the most important part of the mission statement - the action portion

Interactions between staff and students are done with dignity and respect nearly 90% of the time

Staff want more training on CHAMPS

Parents report they know the expectations of the school

Needs

Utilization of the Reading and Math Workshop models.

Staff need more training and accountability to effectively implement CHAMPS in classrooms

More leveled readers, especially for upper grades.

Staff need training in Early Behavioral Interventions

Mission statement needs to be shortened to something that can be easily learned and remembered.

Summary of Needs

Continue Campus Responsibility Committee

Staff need to educate students and parents on classroom and building expectations

Need for increased student and staff celebration

Need for increased positive reinforcement of campus and building expectations

Need for expectations to be communicated in oral and written form to all

Need for staff to regularly and consistently communicate with parents



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 Programs 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 Emails

Personal interviews

See page 10 of the guide for probing questions related to School Culture and Climate

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 reveals 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

Most teachers are on "continuing" contract.

Rivera has assigned mentors for new teachers.

Rivera's specialists support staff, especially new teachers.

Staff development is readily available to staff.

Needs

Support for new teachers needs to be more consistent - started out great, then fizzled.

Support for new teachers needs to be more one-on-one, rather than whole group.

Staff development, for the most part, needs monitoring and follow-ups.

Summary of Needs

Need more specialized on-going training/support for new teachers.

Staff needs to be held more accountable for staff developments they attend.

During PLC time, teachers need some time to prepare for the week



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
- 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.

AWARE data

PDAS walk-throughs

Curriculum Survey

Rtl Minutes and Notes

See page 11 of the guide for probing questions related to School Culture and Climate

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 reveals 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

PLCS are consistently scheduled

All grade levels are holding PLCs regularly

Rtl Meetings are held regularly to address all student needs.

Most teachers feel instructional needs are being met

Assessment strategies are being utilized

Assessment data is representative of classroom performance

Instruction is aligned with outcomes

Needs

CORE PLCs are not working

Grade level PLCs need more strategies for intervening when students are struggling

Grade level PLCs need more structure

UbD units are not utilized consistently

Instructional strategies are not consistent across the campus, nor grade levels

Need for Stronger Tier I instruction

Lack of understanding of Rtl processes & procedures

Inconsistency in planning and instruction among teams

Summary of Needs

Need for collaborative planning among Teams and Specialists on a consistent basis

Need for vertical teaming among grade levels

Need for vertical and Tier I alignment

Need for streamlined Rtl process

Need for training in PLC processes and procedures

Greater accountability & follow through is needed

Need for a Math Club



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

Rivera Counselors

CIS Mentor Documentation

Rivera Parent Survey

Rivera Staff Survey

Volunteer Hours

Sign in Computer Log

See page 12 of the guide for probing questions related to School Culture and Climate

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 reveals 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

Many activities for parents to attend

Services available for families

Communication to parents is available in English/Spanish

Student programs/Service available

Community support for families and students

Community & family involvement in school decision making

Needs

Need an active PTA

Need more translators in other languages

Better explanation given to parents describing their role in the decision making process

Need Parent Involvement Committee (PIC)

Summary of Needs

There is a need for an active PTA on our campus

There is also a need for better communication to parents, such as explaining their role in the decision-making process on campus

Our staff, could use training on available resources & services for students

There is a need for translators in other languages other than Spanish



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
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- 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.

Discipline data

STAAR Results

See page 13 of the guide for probing questions related to School Culture and Climate

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 reveals 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

- Responsibility teams were established
- We have CIS & Century 21
- We get Title I money for additional resources
- We have district support (staff, interventions)

Needs

- PTA- More Parent involvement
- Additional support for economic disadvantaged
- Survey students to gather needs
- Responsibility teams need maintenance

Summary of Needs

Rivera has a good resources, but needs more parental support

We need to further develop the community responsibility teams and cultivate the community relationships we have developed this year



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.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- 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 worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

District Technology Survey _____

Personal Interviews _____

See page 14 of the guide for probing questions related to School Culture and Climate

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 reveals 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

Majority of the staff members have ability to easily learn new technology

Access to various technology tools

Needs

Need functioning/up-to-date computers

Need friendly/easy access to technology training

Need Interactive boards in ALL classrooms

Summary of Needs

Many of our teachers are attending TIA, but not implementing due to lack of technology

Need more opportunities for technology training on our campus

Need training for updates of programs and on new programs, etc.

To be a vertically aligned campus, interactive boards are necessary in all classrooms

Comprehensive Needs Assessment Summary of Priority Needs
Tomas Rivera Elementary 2016-2017

Demographics:

Training is needed to properly identify gifted and talented (EXPO) students

There is a need for additional support for ELL students

More space for teaching in the classrooms

Need for staff diversity training

Need more additional academic support for our growing AA population

Need for additional academic support for our SPED students

Student Achievement:

PD is needed to clarify what is a good SPED referral and to clarify the Rtl documentation process

Utilize more Reading and Math Workshop Models

Tier 1 instruction needs to improve more rigor and engagement

Utilize math best practices, increase critical thinking, rigor, engagement & understanding

Need more Informational Text and Non-Fiction

PD on how to work with students from special populations

Need for a more aligned writing program, specifically our Bil students

Implementation and accountability for Guided Reading

Accountability and Vertical Teaming is needed in all subject areas

School Culture and Climate:

Campus Improvement Plan

Teacher Quality:

Continue Campus Responsibility Committee

Need more specialized on-going training/support for new teachers.

Staff need to educate students and parents on classroom and building expectations

Staff needs to be held more accountable for staff developments they attend.

Need for increased student and staff celebration

During PLC time, teachers need some time to prepare for the week

Need for increased positive reinforcement of campus and building expectations

Need for expectations to be communicated in oral and written form to all

Need for staff to regularly and consistently communicate with parents

Curriculum, Instruction and Assessment:

Need for collaborative planning among Teams and Specialists on a consistent basis

Need for vertical teaming among grade levels

Need for vertical and Tier I alignment

Need for streamlined Rtl process

Family and Community Involvement:

There is a need for an active PTA on our campus

There is also a need for better communication to parents, such as explaining their role in the decision-making process on campus

Our staff, could use training on available resources & services for students

There is a need for translators in other languages other than Spanish

Need for training in PLC processes and procedures

Greater accountability & follow through is needed

Need for a Math Club

School Content and Organization:

Rivera has a good resources, but needs more parental support

We need to further develop the community responsibility teams and cultivate the community relationships we have developed this year

Technology:

Many of our teachers are attending TIA, but not implementing due to lack of technology

Need more opportunities for technology training on our campus

Need training for updates of programs and on new programs, etc.

To be a vertically aligned campus, interactive boards are necessary in all classrooms

Tomas Rivera Elementary School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Reading/English Language Arts

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
3	All	83	43	52	60	13	16	20
3	HI	74	26	55	60	9	19	20
3	AI	1	1	100	100	0	0	0
3	AS	0	0	0	0	0	0	0
3	AA	17	9	53	60	2	12	15
3	PI	0	0	0	100	0	0	0
3	Wh	18	7	39	50	2	11	15
3	2+	0	0	0	100	0	0	0
3	SED	79	42	53	60	13	16	20
3	SPED	3	2	33	40	0	0	0
3	LEP	42	21	50	55	7	17	20
3	LEP M1	3	3	100	100	2	67	65
3	LEP M2	1	1	100	100	1	100	100

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
4	All	71	45	63	65	5	7	15
4	HI	29	17	59	60	2	7	15
4	AI	0	0	0	100	0	0	0
4	AS	0	0	0	100	0	0	0
4	AA	25	14	56	60	0	0	0
4	PI	0	0	0	100	0	0	0
4	Wh	15	12	80	80	3	20	25
4	2+	2	2	100	100	0	0	0
4	SED	61	36	59	60	3	5	15
4	SPED	6	1	17	40	0	0	0
4	LEP	20	11	55	60	1	5	15
4	LEP M1	1	1	100	100	0	0	50
4	LEP M2	0	0	0	100	0	0	100
5	All	100	82	82	85	0	0	0
5	HI	49	40	82	85	0	0	0
5	AI	1	0	0	100	0	0	0
5	AS	2	2	100	100	0	0	0
5	AA	26	22	85	80	0	0	0
5	PI	0	0	0	100	0	0	0
5	Wh	18	15	83	85	0	0	0
5	2+	4	3	75	80	0	0	0
5	SED	87	70	80	80	0	0	5
5	SPED	11	4	36	40	0	0	0
5	LEP	41	34	83	85	0	0	5
5	LEP M1	0	0	0	100	0	0	0
5	LEP M2	0	0	0	100	0	0	0

Tomas Rivera Elementary School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Writing

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
4	All	71	44	62	65	9	13	15
4	HI	29	18	62	65	6	10	10
4	AI	0	0	0	0	0	0	5
4	AS	0	0	0	0	0	0	5
4	AA	25	17	68	70	0	0	5
4	PI	0	0	0	0	0	0	0
4	Wh	15	7	47	50	3	20	25
4	2+	2	2	100	100	1	50	55
4	SED	61	37	61	65	6	10	15
4	SPED	6	2	33	35	0	0	0
4	LEP	20	13	65	65	4	20	20
4	LEP M1	1	1	100	100	0	0	5
4	LEP M2	0	0	0	100	0	0	5

Tomas Rivera Elementary School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Mathematics

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
3	All	84	49	58	60	8	10	15
3	HI	47	30	64	65	5	11	15
3	AI	1	1	100	100	0	0	0
3	AS	0	0	0	0	0	0	0
3	AA	18	9	50	55	2	11	15
3	PI	0	0	0	0	0	0	0
3	Wh	18	9	50	55	1	6	10
3	2+	0	0	0	0	0	0	0
3	SED	80	46	58	60	7	9	10
3	SPED	6	1	17	20	0	0	0
3	LEP	42	26	62	65	5	12	15
3	LEP M1	3	3	100	100	3	100	100
3	LEP M2	1	1	100	100	0	0	0

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
4	All	71	43	61	65	8	11	15
4	HI	29	17	59	60	5	17	20
4	AI	0	0	0	0	0	0	0
4	AS	0	0	0	0	0	0	0
4	AA	25	16	64	65	1	4	5
4	PI	0	0	0	0	0	0	0
4	Wh	15	9	60	65	2	13	15
4	2+	2	1	50	55	0	0	0
4	SED	61	35	57	60	6	10	15
4	SPED	6	1	17	20	0	0	0
4	LEP	20	12	60	65	3	15	15
4	LEP M1	1	1	100	100	0	0	0
4	LEP M2	0	0	0	0	0	0	0
5	All	100	76	76	80	2	2	5
5	HI	49	41	84	85	1	2	5
5	AI	1	0	0	100	0	0	0
5	AS	2	2	100	100	0	0	0
5	AA	26	14	54	60	0	0	0
5	PI	0	0	0	0	0	0	0
5	Wh	18	15	83	85	1	6	0
5	2+	4	4	100	100	0	0	0
5	SED	87	66	76	80	2	2	5
5	SPED	11	2	18	20	0	0	0
5	LEP	41	37	90	90	1	2	5
5	LEP M1	0	0	0	0	0	0	0
5	LEP M2	0	0	0	0	0	0	0

Tomas Rivera Elementary School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Science

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
5	All	99	72	73	75	3	3	5
5	HI	49	34	69	70	1	2	5
5	AI	1	0	0	0	0	0	0
5	AS	2	2	100	100	0	0	0
5	AA	25	17	68	70	0	0	0
5	PI	0	0	0	0	0	0	0
5	Wh	18	15	83	85	2	11	15
5	2+	4	4	100	100	0	0	0
5	SED	86	61	71	75	2	2	5
5	SPED	10	2	20	25	0	0	0
5	LEP	41	28	68	70	1	2	5
5	LEP M1	0	0	0	0	0	0	0
5	LEP M2	0	0	0	0	0	0	0

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition

Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Kena Gandy
2) Classroom Teacher	Taheerah Flores
3) Classroom Teacher	Sarah Bryant
4) Classroom Teacher	Amanda Stout
5) Classroom Teacher	Peggy Reuling
6) Classroom Teacher	Alicia Roberson
7) Campus-based Nonteaching Professional	Laurie Martinez
8) Campus-based Paraprofessional and Operations Staff	Leona Eimandoust
9) District-level Professional	Rene Shelton
10) Parent	Mr. Tirimizi
11) Parent	
12) Community Member	Mary Harris
13) Community Member	
14) Business Representative	Dorothy Watts
15) Business Representative	

CLT Meetings for 2016-2017

#	Date	Time	Location
1	9/12/2016	3:15	Library
2	9/26/2016	3:15	Library
3	11/7/2016	3:15	Library
4	12/5/2016	3:15	Library
5	2/6/2017	3:15	Library
6	3/6/2017	3:15	Library
7	4/3/2017	3:15	Library
8	5/1/2017	3:15	Library
9	5/22/2017	3:15	Library