

**2016-2017
Campus Improvement Plan
for
Savannah 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.

Savannah Elementary School's Mission Statement

"Preparing for the Future, Today!"

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 Savannah Elementary School

Progress Report Date:

WIG 1

Savannah Elementary will improve Tier I instruction in all classrooms and improve the RTI process school-wide so that a minimum of 85% of students in all sub groups will meet grade level expectations in math and reading as measured by ELI, Kathy Richardson, Report Card Assessments and STAAR assessments by June 2017.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>The workshop instructional design in ELA and Math will continue to be implemented in all classrooms. The Savannah Math Coach, District Math Coach, and Reading Specialists will assist teachers with implementation.</p> <p>Addresses missed system safeguard</p>	<p>Administration Math & Reading Interventionist Coaches</p> <p>SCE \$30000 FTE 1/2</p> <p>SCE \$30000 FTE 1/2</p>		<ul style="list-style-type: none"> • Lesson Plans • Walk Through Documentation • Coaching notes • T-TESS goals 	Student achievement at or above 85% for all subgroups in all content areas	<p>Jan</p> <p>Mar</p> <p>June</p>
<p>The Student Intervention Team will continue to provide support and training to teachers identifying appropriate RTI strategies. Teachers will utilize the Savannah RTI protocols and resources created by the Student Intervention Team</p> <p>Addresses missed system safeguard</p>	<p>Administration Student Intervention Team</p>		<ul style="list-style-type: none"> • PLC schedule • PLC minutes and artifacts • Lesson plans • Common assessments • PLC student groupings • Training Agenda 	Student achievement at or above 85% for all subgroups in all content areas	<p>Jan</p> <p>Mar</p> <p>June</p>
<p>Instructional Planning Meetings will be held each six weeks. District curriculum specialist will give a preview of TEKS for the upcoming six weeks. Teachers will be given 90 minutes to unpack TEKS and make plans for instruction and assessment with their support.</p> <p>Addresses missed system safeguard</p>	<p>Administration</p> <ul style="list-style-type: none"> • IPM Schedules • IPM Calendar • Curriculum Specialist 		<ul style="list-style-type: none"> • Lesson plans • Attendance sheets • Common assessments • Grade level road maps 	Student achievement at or above 85% for all subgroups in all content areas	<p>Jan</p> <p>Mar</p> <p>June</p>
<p>Student assessment data will be disaggregated by each sub group. A data wall will be created in the PLC room and used to track student progress toward goals.</p> <p>Addresses missed system safeguard</p>	<p>Administration Team Leads Campus Content Specialist</p>		<ul style="list-style-type: none"> • Student data reports by sub group • Common assessment rereports by subgroup 	Student achievement at or above 85% for all subgroups in all content areas	<p>Jan</p> <p>Mar</p> <p>June</p>

<p>All teachers will use a common documentation form for students receiving Tier I supports. This data will be used to identify students who should be taken to a Tier II meeting</p> <p>Addresses missed system safeguard</p>	<p>Administration Student Intervention Team Members</p>		<ul style="list-style-type: none"> Completed Forms Tier II rosters Lesson plans 	<p>Student achievement at or above 85% for all subgroups in all content areas</p>	<p>Jan</p> <p>Mar</p> <p>June</p>
<p>Team teaching will continue in grades 3 - 5. This allows teachers to be come an expert in a assigned content area.</p> <p>Addresses missed system safeguard</p>	<p>Administration</p>		<p>- Staff Roster</p>	<p>Student achievement at or above 85% for all subgroups in all content areas</p>	<p>Jan</p> <p>Mar</p> <p>June</p>
<p>At Risk learners will be double dipped in Math and Reading. The campus math interventionist, reading specialist, and reading recovery teacher will serve them in a pull out model.</p> <p>Addresses missed system safeguard</p>	<p>Administration Math Specialist Reading Specialist Reading Recovery Teacher</p>		<ul style="list-style-type: none"> Intervention rosters Intervention schedules Intervention lesson plans 	<p>Student achievement at or above 85% for all subgroups in all content areas</p>	<p>Jan</p> <p>Mar</p> <p>June</p>
<p>Master schedule will be designed to protect instructional time. Target (Intervention) Time will be throughout the day. Students needing pullout services will receive the bulk of their services during this time.</p> <p>Addresses missed system safeguard</p>	<p>Administration Team Leads</p>		<ul style="list-style-type: none"> Master Schedule PLC teams Pull Out Schedules 	<p>Student achievement at or above 85% for all subgroups in all content areas</p>	<p>Jan</p> <p>Mar</p> <p>June</p>
<p>Teachers at all grade levels will engage in collaborative planning.</p> <p>Addresses missed system safeguard</p>	<p>Administration Teachers</p>		<ul style="list-style-type: none"> Lesson Plans Grade Level Minutes 	<p>Student achievement at or above 85% for all subgroups in all content areas</p>	<p>Jan</p> <p>Mar</p> <p>June</p>
<p>Teachers will share grade level expectations with parents via conferences, curriculum night documents, and weekly newsletters</p> <p>Addresses missed system safeguard</p>	<p>Teachers</p>		<ul style="list-style-type: none"> Parent Communication Logs Curriculum night documents Copies of Newsletters 	<p>Student achievement at or above 85% for all subgroups in all content areas</p>	<p>Jan</p> <p>Mar</p> <p>June</p>
<p>Every Savannah staff member will have a T-TESS Goal Setting Conference with administration. All individual student goals will support learning and to identify specific expectations for their contribution to obtaining campus goals. Teachers will identify</p>	<p>Administration</p>		<ul style="list-style-type: none"> Goal Setting Forms Conference 	<p>Student achievement at or above 85% for all subgroups in all content areas</p>	<p>Jan</p>

how they can leverage their five signature themes. Addresses missed system safeguard			Schedules		June
Periodic "Tool Time" after school workshops for teachers that address best practice in all content areas. Addresses missed system safeguard	Administration		<ul style="list-style-type: none"> • Tool Time announcements • Attendance sheets 	Student achievement at or above 85% for all subgroups in all content areas	Jan Mar June
Coaches and colleagues will perform learning walks to provide descriptive feedback to teachers. Addresses missed system safeguard	Administration		<ul style="list-style-type: none"> • Coaching schedules • Participant reflections 	Student achievement at or above 85% for all subgroups in all content areas	Jan Mar June
Teaching & Learning Academy activities will target first year teachers but will be open for all staff members who may need additional support in the monthly focus area. Addresses missed system safeguard	Administration		-TLA announcements	Student achievement at or above 85% for all subgroups in all content areas	Jan Mar June
A PLC for special education staff will be formed and will meet monthly to discuss individual student progress, department logistics and program needs. X Addresses missed system safeguard	Administration Special Education Team Lead		<ul style="list-style-type: none"> • PLC Minutes • PLC Agenda 	Student achievement at or above 85% for all subgroups in all content areas for students receiving special education services./	
Team of teachers will receive intense professional development in assessment literacy. This group, The A-Team, will plan and redeliver learning to staff and serve as support at each grade level. The A-Team focus for the year will be student awareness of quality learning targets the use of strong and weak examples of work. Addresses missed system safeguard	Administration A-Team Members		<ul style="list-style-type: none"> • PD Lesson Plans • PD Learning Materials 	Student achievement at or above 85% for all subgroups in all content areas.	
Special education teachers will work closely with general education teachers to push in to classrooms to deliver inclusion services. X Addresses missed system safeguard	Administration Special Education Teachers		<ul style="list-style-type: none"> • Special Education Schedules • IEP Documents 	Student achievement at or above 85% for all subgroups in all content areas for students in special education.	

Campus Improvement Plan Savannah Elementary School

WIG 2

Savannah Elementary will improve the school culture and climate so that 90 % of parents and staff members give positive ratings (Strongly Agree or Agree) in the Family Involvement, Leadership and Academic Support sections of the K-12 School Survey by June 2017. In addition, Savannah 90% of parents will rate our school as excellent of good on the K 12 School Survey.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
All visitors will be processed through the campus Raptor program. The campus will be closed at arrival. Visitor and volunteer processing will begin at 8:00 AM. Addresses missed system safeguard	Administration		-Raptor logs	90% of all stakeholders will report satisfaction and engagement.	Jan Mar June
The Savannah website and a variety of social media platforms will be used and updated regularly to keep the staff and community informed. Addresses missed system safeguard	Administration Clerical Staff		<ul style="list-style-type: none"> • Website • Facebook Account • Twitter Account 	90% of all stakeholders will report satisfaction and engagement.	Jan Mar June
A full time resource officer will be present at all times during school hours. Addresses missed system safeguard	Administration Denton County Fresh Water District		-Schedules	90% of all stakeholders will report satisfaction and engagement.	
All teachers will produce presentations to be included in virtual curriculum night for parents and the community. These videos will be accessible throughout the year. Addresses missed system safeguard	Administration Team Leaders		- Curriculum Night Document	90% of all stakeholders will report satisfaction and engagement.	
The Savannah Shout Out, an electronic newsletter, will be developed and published monthly to keep parents informed. Addresses missed system safeguard	Administration		- Completed Newsletters	90% of all stakeholders will report satisfaction and engagement.	
Mac's Message, a weekly staff newsletter will be developed and published to keep teachers and staff members informed and exposed to educational trends and professional development opportunities. Addresses missed system safeguard	Administration		-Completed Newsletters	90% of all stakeholders will report satisfaction and engagement.	Jan Mar June
Mugs w/ Mac, a town hall-style meetings will be hosted by Mr.	Administration		<ul style="list-style-type: none"> • Sign in Sheets 	90% of all stakeholders	Jan

McWilliams and Mrs. Springer to discuss and share instructional matters and assessment data giving parents an opportunity to ask questions. Four sessions will be scheduled throughout the school year. Addresses missed system safeguard	PTA		<ul style="list-style-type: none"> Event advertisement 	will report satisfaction and engagement.	June
Savannah staff committees will be reconfigured to ensure an equal distribution of duties and responsibilities. Addresses missed system safeguard	Administration Team Leaders		Committee assignments Meeting Minutes	90% of all stakeholders will report satisfaction and engagement.	Jan Mar June
A Teaching & Learning Academy Program will be established to support new teachers and other teachers who want to grow. Mentor teachers will be assigned to all new staff members. Addresses missed system safeguard	Administration		Meeting Agendas	90% of all stakeholders will report satisfaction and engagement.	Jan Mar June
The campus mission, vision, values and goals will be published. All stake holders will be made aware. Addresses missed system safeguard	Administration		Published document	90% of all stakeholders will report satisfaction and engagement.	Jan Mar June
The Savannah Library will utilize Twitter to inform parents of library news. Addresses missed system safeguard	Librarian		- Twitter Account	90% of all stakeholders will report satisfaction and engagement.	
Teachers will publish learning targets for each subject in their weekly newsletter and/or weekly electronic correspondence. Addresses missed system safeguard	Teachers		- Completed Newsletters	90% of all stakeholders will report satisfaction and engagement.	

Savannah Elementary School Campus Improvement Plan

2016-2017 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Savannah 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.

Enrollment Reports	Assessment data by sub group
Staff Survey	

See page 8 of the guide for probing questions related to Student Achievement

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

out of 38 teachers, 25% have a Master's Degree. K and 1 the number of 1's decreased from BOY to the MOY. K and 1 the number of 3's increased from BOY to the MOY. K is up 49% and 1 is up 24%.

the number of at risk kids decreased on ELI and Kathy Richardson from BOY to EOY

Needs

*More ESL certified teachers
*increase scores
*20% are at risk > 4&5th
*20% are bubble

*math int. for K-2 to help w/ basic foundations. TEAMS train together off campus, spend \$ on trainings / subs so staff can attend trainings and specialized trainings. Set SMART goals. Hold teachers accountable to attend trainings. Unpack TEKS as a grade level together. Purchase Heggerty to help w/ELI scores. Admin. attend PLC meetings to hold staff accountable for using time wisely to create plans that are in the best interest of students.

Summary of Needs

As a campus, we are still young. Of the 38 staff members that took the survey, 23 people have been teaching for less than 10 years.



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.

STAAR Score Reports

Kathy Richardson Data

Campus Common Assessment data

Benchmarks

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

The rigor of math increased and we maintained or improved scores for African American and White students.

Math and writing scores improved for economic disadvantaged students.

Students served by interventionist are making progress.

Standards are met in 2016!

Needs

African American population scored lower in the areas of math, writing, and science.

Fewer economic disadvantaged students passed reading and science from 13-14.

A demographic breakdown of students served by interventionist would be helpful.

Summary of Needs

according to the data we need to focus on the African American population in the areas of math, writing, and science.

Further demographic breakdown is needed from interventionist to determine which students are benefiting or not.



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.

Facebook data _____

K-2 Survey _____

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

*campus officer

75.3% of parents have favorable view of school

92% of parents feel they can discuss a concern about their child with a staff member

*champs expectations across campus, except older grades

*67% medium staff morale parent/teacher communication is acceptable (meets parents expectations)

81% of staff trust administration

Needs

*awareness of vision/mission

*dirty bathrooms

*broken equipment/playground

*light fixtures out

*include parents in decision makes to make good decisions

Summary of Needs

*Fix playground equipment

*Check bathrooms mid-day

*Have a more sound process to report/fix broken stuff

*post mission and vision as a reminder



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 Survey _____

Certification data _____

Campus T-TESS Protocol _____

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

*Utilization of "gold sheets"

*PLC

New Teacher Academy

Needs

*Staff tardies and absences

*staff input for professional development

Summary of Needs

*the lack of incentives for always being here and on time/doing your job!

*Staff input for professional development



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.

<u>Report card binders</u>	<u>Lesson Plans</u>
<u>Common Assessments</u>	<u>Master Schedule</u>
<u>EXPO Schedule</u>	<u>Specials Schedule</u>
<u>Eduphoria</u>	<u>_____</u>

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

*Assessments based on TEKS

*Collaborative lesson planning

*instruction based on data (KR, ELI, STAAR Benchmarks, formative)

Needs

*Consistently between grade levels

*Scheduling

*K-2 Math intervention

*More formative assessments

Summary of Needs

*Better scheduling with pull outs

*Utilize mentors

*Data binders across grade levels to collect formative data

*Vertical Planning

*Time



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.

K-12 Community Survey

PTA Membership

Volunteer Report

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

* Communicate through a variety of formats

*Volunteers/Active PTA

*Multiple resources to support family relationships

*Multiple services offered to support students in Special Programs

*Partnerships with PTA. Boosterthon and local law enforcement agencies.

*People get involved in what we offer.

Needs

*Help parents understand how to help students

*Explore website capabilities

*Involve community members who don't have students here

*Better communication between parents/classroom teachers and reading interventionists and EXPO teacher

*School adopter (business partner)

*Develop a larger pool of volunteers

Summary of Needs

*Improve website

*increased social media presence

*Volunteer opportunities need to be school initiated, not just a function of PTA

*Find a local business to partner with us as a school adopter.

*Improve communication with parents/teachers of students in specific programs



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.

Master Schedule

Staff Committee Assignments

Staff Committee Roles

Savannah Shared Drive

Google Docs Usage

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

- *Committees that allow our voice to be heard
- *Quality surveys often gives

Needs

- *Committees don't always share findings and data
- *Websites/shared drives need to be updated to reflect current staff findings/and events
- *Schedules needs to be updated and investigated to fit the needs of all students

Summary of Needs

- *Dig deeper into TEKS
- *Understand PLC process better
- *Make target time more effective.
- *Committees report quickly and concisley



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.

STAAR Chart

Technology PD Schedule

PD Attendance

HEAT Tickets

Staff Survey

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

*Various programs are used across grade level to integrate tech, and enhance education

*Network upgraded recently.

*Chromebook purchase

*Tech. Prof. Develop. available and used

Needs

*We don't have enough tech, tools (hardware)

*We need more than one way receiving tech prof. develop. to fully reach the needs of all users (sit and get T make and take T classroom support=success)

Summary of Needs

The majority of this campus feels we need more technology (hardware) for the number of students we serve. We need to designate a clear campus standard for technology access as the items are used. (Istation and Think through math)

*Technology PD should take place throughout the year.

Comprehensive Needs Assessment Summary of Priority Needs Savannah Elementary

Demographics:

according to the data we need to focus on the African American population in the areas of math, writing, and science.

Further demographic breakdown is needed from interventionist to determine which students are benefiting or not.

School Culture and Climate:

- *Fix playground equipment

- *Check bathrooms mid-day

- *Have a more sound process to report/fix broken stuff

- *post mission and vision as a reminder

Curriculum, Instruction and Assessment:

- *Better scheduling with pull outs

- *Utilize mentors

- *Data binders across grade levels to collect formative data

- *Vertical Planning

- *Time

Student Achievement:

As a campus, we are still young. Of the 38 staff members that took the survey, 23 people have been teaching for less than 10 years.

Teacher Quality:

- *the lack of incentives for always being here and on time/doing your job!

- *Staff input for professional development

Family and Community Involvement:

- *Improve website

- *increased social media presence

- *Volunteer opportunities need to be school initiated, not just a function of PTA

- *Find a local business to partner with us as a school adopter.

- *Improve communication with parents/teachers of students in specific programs

School Content and Organization:

- *Dig deeper into TEKS

- *Understand PLC process better
- *Make target time more effective.
- *Committees report quickly and concisley

Technology:

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*Technology PD should take place throughout the year.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Tina Cerventes
2) Classroom Teacher	
3) Classroom Teacher	Melissa Roach
4) Classroom Teacher	
5) Classroom Teacher	Amber Sharp
6) Classroom Teacher	Rodney Stowers
7) Campus-based Nonteaching Professional	Rebecca Isbell
8) Campus-based Paraprofessional and Operations Staff	Dechondrea Barron
9) District-level Professional	Chris Shade
10) Parent	Amy Hall
11) Parent	
12) Community Member	Matthew Endsly
13) Community Member	Jeff Booker
14) Business Representative	Linda Janssen
15) Business Representative	

CLT Meetings for 2016-2017			
#	Date	Time	Location
1	October 18th	3:15PM	Savannah Library
2	December 6th	3:15PM	Savannah Library
3	February 21st	3:15PM	Savannah Library
4	April 18th	3:15PM	Savannah Library
5	May 23rd	3:15PM	Savannah Library