2015-2016
Campus Improvement Plan
for
Gonzalez School for Young Children

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.

Gonzalez School for Young Children's Mission Statement

To nurture, protect, and educate our students.

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
Gonzalez School for Young Children

Progress Report Date:

WIG 1

Gonzalez SYC will engage staff, students, and families by maintaining an active presence in the community, which will positively impact our school culture and climate. We will strive for a 50% increase in the amount of volunteer hours obtained and the parent/community programs and support provided.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Gonzalez staff will implement Positive Behavioral Support and Bucket Filling activities to promote appropriate behaviors and positive attitudes. .	Campus Administrators, Teachers, paras, support staff, Sally Brown-Instructional Coach, PBIS team staff members		Pup support referrals will decrease by 20% for students with behavioral/social concerns.		
Recognition Programs will take place 5 times per year to recognize students and staff for perfect attendance, bucket filling behavior, and showing good character.	Felicia Sprayberry, Principal, Monica Contreras (providing appropriate data), Teachers, Paras, and support staff		Students and staff being recognized will increase by 25% from October to June.		
In an effort to promote a partnership between the school and our families, Gonzalez SYC will work with district representatives and campus volunteers to create a PTA.	Rhonda Porter, Volunteer Coordinator, Felicia Sprayberry- Principal		Our campus will recruit enough PTA members to reinstall our charter. We will establish a board with a President, Treasurer, and Vice President.		
Gonzalez SYC will increase our number of volunteer hours by at least 40%. A volunteer coordinator will be used to facilitate volunteer opportunities and man power.	Rhonda Porter- volunteer coordinator, Felicia Sprayberry- Principal, Teachers		Increase our number of volunteer hours to at least 2000 hours by June 2016.		

Parent training will be provided at least 4 times per year in an effort to support the needs of our families and the students we serve.	Sabrina Polk, Counselor, Barb Haflich- Social Worker, Felicia Sprayberry- Principal, Teacher		We will increase participate in parent trainings by at least 10 parents each time, with the goals of serving a minimum of 40 families by June 2016.		
Gonzalez will increase the number of school adopters so that we have at least 4 local agencies that partner with the school to provide support and incentives.	Lisa De Los Santos- Adopt a School coordinator, Robson Ranch volunteers, Rhonda Porter- Volunteer Coordinator		At least 4 community establishments or organizations will provide support to campus staff or programs.		
Social media avenues will be used to improve communication between the school and our stakeholders.	Mario Zavala- Communications director, Felicia Sprayberry- Principal, Monica Contreras- Secretary		Gonzalez will create and active and up-to-date Facebook and Twitter page		

Campus Improvement Plan
Gonzalez School for Young Children

WIG 2

Gonzalez staff will utilize appropriate Tier 1 and Tier 2 instructional strategies in an effort to meet the needs of all students, whether on level or needing remediation. This will be measured by at least one mastery level of progression on areas documented on the report cards by 100% of the students. .

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Staff will be trained throughout the year about RTI information, processes, and best practices.	Felicia Sprayberry-Principal, Jane Holt-Assessment Specialist, Assessment Team, Teachers		Teachers will take and use regular data on a consistent basis. It will be collected using data binders and discussed at grade level RTI meetings and Pup Support meetings.		
Students will be exposed to community or real world activities and situation, either in person or virtually, by providing campus wide programs that support the implementation of the Pre-K guidelines.	Betty Nance, Library specialist, Tammy Konz- Technology Specialist, Felicia Sprayberry- Principal, Sabrina Polk-Counselor, and campus team leads.		Students will participate in 3-4 virtual or live real world experiences before June 2016.		
. Technological devices will be considered for purchase to support educational opportunities in the classroom.	Teachers, Leslie Tellonez- Teacher Techologist, Felicia Sprayberry- Principal		Students will have access to hands on technology at least 3 times per week that will allow them to practice the Pre-K guidelines. This technology implementation should support instruction, not replace instructional opportunities.		
Gonzalez staff will utilize IPads as a small group teaching tool to help differentiate instruction for students.	Tammy Konz- Instructional Technology Specialist, Felicia Sprayberry- Principal, Betty Nance- Librarian, and Campus Team leads		We will increase our availability of Ipads from 2 per teacher to 3 per teacher by June 2016.		

Gonzalez School for Young Children Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Gonzalez School for Young Children conducted a comprehensive needs assessment for the 2015-2016 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.

Comprehensive Needs Assessment

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, Droupout, 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.

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   **Needs**

Summary of Needs

Comprehensive Needs Assessment

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.

Findings/Analysis

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Strengths

Needs

Summary of Needs

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.
Demographic information

Office Referrals

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

Findings/Analysis

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Strengths	Needs
All teachers have expectations/rules developed and posted in their classrooms.	Schoolwide expectations and discipline procedures
	Need more recognitions for student performance and behavior (perfect attendance/character building/ etc.)
Very few official office referrals/teachers handle issues in the classroom	
	More consistent dress code among staff

Summary of Needs

Consistency in implementing Positive Behavioral Supports and Bucket Filling activities

Recognition Programs for students and staff to reinforce behavioral and academic goals

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.

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

Needs

Summary of Needs

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.

RTI Student information

Pup support referral information

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

Findings/Analysis

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Strengths

More frequent meetings to discuss student progress

RTI intervention forms for students not progressing on report card information

Needs

Better system for identifying and referring students to Pup Support

Better understanding of when to refer to RTI

What interventions are available

Summary of Needs

Training on RTI (intervention process/referral process/ and next steps)

Training on Positive Behavioral Supports to promote consistent teaching strategies for student work habits

Comprehensive Needs Assessment

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.

Volunteer and visitor logs

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	Needs
Provided family activity each month to promote family involvement	Need a formal volunteer program
	Need a PTA

Summary of Needs

We need to create a PTA that can serve as a means of helping to promote a partnership between the school and our families.

More volunteers (possibly a volunteer coordinator)

More school adopters to help in supporting school initiatives

More Parent training

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.

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   **Needs**

_____   _____

Summary of Needs

_____

_____

Comprehensive Needs Assessment

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.

Technology Parent survey

Campus technology inventory

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

Most parents have access to internet and some form of technology	
We have at least 2 Ipads in each classroom	
We will be using TVs and the campus media system to promote better communication	

Needs

More electronic communication between school and families	
Staff training on how to instructional technology and technological apps to support communication and instructional practices	

Summary of Needs

Training on how to create an email and phone blast

Training for teachers on how to use remind, campus websites, etc.

Comprehensive Needs Assessment Summary of Priority Needs
2015-2016

Demographics:

Student Achievement:

School Culture and Climate:

Consistency in implementing Positive Behavioral Supports and Bucket Filling activities

Recognition Programs for students and staff to reinforce behavioral and academic goals

Teacher Quality:

Curriculum, Instruction and Assessment:

Training on RTI (intervention process/referral process/ and next steps)

Training on Positive Behavioral Supports to promote consistent teaching strategies for student work habits

Family and Community Involvement:

We need to create a PTA that can serve as a means of helping to promote a partnership between the school and our families.

More volunteers (possibly a volunteer coordinator)

More school adopters to help in supporting school initiatives

More Parent training

School Content and Organization:

Technology:

Training on how to create an email and phone blast

Training for teachers on how to use remind, campus websites, etc.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Rebecca Bowers
2) Classroom Teacher	Jennifer Wright
3) Classroom Teacher	Stacy Jenkins
4) Classroom Teacher	Ana Smith
5) Campus-based Nonteaching Professional	Jane Holt
6) Campus-based Paraprofessional and Operations Staff	Vanessa Ellman/Natalie Neilson
7) District-level Professional	Mario Zavala
8) Parent	Silvia Castellon
9) Parent	Valeria Martinez
10) Community Member	Barb Haflich

2015-2016
Campus Improvement Plan
for
Dorothy P. Adkins Elementary School

Dorothy P. Adkins Elementary School

Mission Statement

Dorothy P. Adkins Elementary School's Mission Statement

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

Dorothy P. Adkins Elementary School's Mission Statement

We have agreed upon the following mission, vision, and commitments that we believe are necessary to help our learners of today become the leaders of tomorrow. This document was created by our campus leadership team as both a self-reflection and communication tool supporting our emphasis on continuous improvement as a school community.

Mission: To create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world.

Vision: We believe to accomplish our mission as a staff we will become a school that:
Is open and flexible in our thinking;
Commits to professional learning in an on-going way;
Constantly evaluates our practice to assess positive learning outcomes;
Creates and fosters opportunities for our students, parents, and community to connect with one another in meaningful ways;
Supports students' leadership development at every opportunity;
Partners with parents in decision making and implementation;
Listens to feedback from all members of our learning community;

Commitments: In order to achieve our vision we have made the following commitments:
We will celebrate our students' learning successes.
We will provide a school environment that focuses on learning.
We will model, mentor, teach, and support one another in our professional development.
We will engage in a positive way.
We will engage in professional, open, and honest communication that is built on a foundation of trust.
We will implement a system of intervention that will promote student success.

Board Goals

Dorothy P. Adkins Elementary School'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
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- 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
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- 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:

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- 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

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- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
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- 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
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- 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.

Progress Report Date:

WIG 1

We will establish a culture of learning for all by focusing on research based practices in Tier I instruction, and by May 2016, evidenced by:

Kindergarten - 2nd Grade: 95% Stage 3 on End of Year Early Literacy Inventory (ELI)
Kindergarten - 2nd Grade: 95% Stage 3 on End of Year Kathy Richardson Math Assessments
3rd - 5th Grade: 95% Stage 3 on Standards Based Report Card Assessment in Reading Standards
3rd - 5th Grade: 95% Stage 3 on Standards Based Report Card Assessment in Math Standards

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Reading Intervention Specialist, 3rd - 5th Grade, 1/2 time **Addresses missed system safeguard**	Dedra Adams SCE $30,000.00 FTE .5	X 1	Bi-weekly progress review with schedule discussion based on data review	Standards based assessment data; STAAR data	**Sept** **Jan** **May**
Math Intervention Specialist, 3rd - 5th Grade, 1/2 time **Addresses missed system safeguard**	Renee Grems SCE $30,000.00 FTE .5		Bi-weekly progress review with schedule discussion based on data review	Standards based assessment data; STAAR data	**Sept** **Jan** **May**
Kindergarten - 2nd Grade Literacy Groups; 1st Grade Reading Recovery **Addresses missed system safeguard**	Holly Hamilton SCE $30,000		Bi-weekly progress review with schedule discussion based on data review	ELI; Standards Based Report Card Assessments	**Sept** **Feb** **May**
Professional Learning Community Meetings for Classroom Teachers held weekly **Addresses missed system safeguard**	Teachers, Administrators, Instructional Support Staff		PLC Agendas; Common Assessment Data	Standards based assessment data; STAAR data;ELI; Kathy Richardson; Standards Based Report Card Assessments; STAAR data	**Sept** **Feb** **June**
"Thinking Thursdays" where students spend 45 minutes (as teachers hold their PLC meetings) to research topics of their own choosing **Addresses missed system safeguard**	Administrators; two consistent substitute teachers each week paid through Grant funding from the Lantana Foundation		Classroom observations; notes from Wonder Wednesday teaching staff; presentation of student research	Standards based assessment data; STAAR data;ELI; Kathy Richardson; Standards Based Report Card Assessments; STAAR data	**Sept** **Feb** **June**

Participation of Kindergarten, 1st grade, and 2nd grade classroom teachers in Adkins Literacy Cadre program **Addresses missed system safeguard**	Kindergarten - 2nd grade classroom teachers; Holly Hamilton		Attendance at all PD sessions, follow up meetings, and classroom observation sessions	ELI; Standards Based Report Card Assessments	**July** **Jan** **May**
1st grade and 4th Grade Teams attending Lucy Caulkins Writing Training **Addresses missed system safeguard**	1st grade Team; 4th Grade Team; Reading Interventionists K/2 and 3/5; administration; paid for through funds from the Lantana Education Foundation		Attendance and active participation in training; lesson plans; classroom observation post training	Standards Based Report Card Assessments; STAAR data	**Aug** **Mar** **June**
CAFE/Daily 5 Training **Addresses missed system safeguard**	Reading Recovery teacher; teacher representatives from Kindergarten, 1st, 2nd, 3rd grades		Attendance and active participation in training; lesson plans; classroom observation post training	Standards Based Report Card Assessments; ELI data; STAAR data	**Sept** **Feb** **June**
Homework Zone: Partnership between Adkins, Harpool, and Shiloh Church to provide after school tutuoring one day a week for students living in mobile home community zoned for our two schools. **Addresses missed system safeguard**	Administrators; consistent volunteer each week; materials and resources funded through the Lantana Education Foundation		Sign in sheets; teacher feedback; completion of assignments by participating students	Standards based assessment data; STAAR data;ELI; Kathy Richardson; Standards Based Report Card Assessments; STAAR data	**Sept** **Feb** **June**

Dorothy P. Adkins Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Dorothy P. Adkins Elementary School conducted a comprehensive needs assessment for the 2015-2016 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

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- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, 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.

ELI, Kathy Richardson, STAAR assessment data; NNAT;
EXPO testing data; TELPAS data

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   **Needs**

Reading is a school wide strength
Math data is positive, especially in relation to district and   Focus on writing school wide
state-wide comparison data   Focus on Science school wide

Summary of Needs

We will focus/apply our work on Balanced and Effective Assessment Strategies to the specific areas of Writing and Science.

Comprehensive Needs Assessment

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.

Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios

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   **Needs**

97 % attendance rate
Teacher / Student ratios very healthy
Low mobility rate

                                                                 Racial and ethnic diversity is quite low

Summary of Needs

Professional development focused on closing learning/achievement gap between students who come from financially stable homes and those whose families are financially insecure.

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Adkins Student Survey; Adkins Teacher Survey; Adkins
Parent Survey; communication from parents, students, staff;
walk through data

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   **Needs**

Climate of warmth and caring
High expectations for learning
Student led initiatives
Learning Culture   Continue to reach out to all families.

Summary of Needs

We must stay active in the pursuit of engaging our community in our school mission to maximize learning, provide authentic connection, and to serve our world.

Comprehensive Needs Assessment

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 list; assessment data from ELI, Kathy Richardson,
STAAR; PDAS data; Professional Development records.

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

Engaged staff; highly committed to the school's mission,
the shared community values, and to the needs of students

Needs

more diversity on staff

Summary of Needs

As we grow, we will need to prioritize recruiting staff members who have experience, and who can bring a diverse perspective to our school.

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.

UbD Units of Study; Standards-Based Curriculum Resources and Assessment Materials; Survey results from parents, students, and teachers; schedules; assessment data

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	Needs
High achievement in assessment results, both local and state data	
Students, teachers, and parents report high levels of satisfaction with instructional delivery and readiness for next grade level	Always continue to grow and deepen understanding of and implementation of good practices. Workshop model in every content, every grade level.

Summary of Needs

Plan to invest grant money from Lantana Foundation for Professional Development, PLC work;
Continue emphasis on training of UbD Units of Study;
Work more closely with district curriculum team, especially in regard to Assessment Strategies.

Comprehensive Needs Assessment

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.

Parent and community volunteer rates; survey feedback from parents; support from community partners

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

High rates of involvement, volunteerism, participation in events.
Communication between home and school is very healthy.

Needs

Continue to reach out to area partners.
Continue to connect with families of all backgrounds.
Include working parents in activities.

Summary of Needs

Keep up the momentum! Careful not to let up on the intensity of the good communication.

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; teacher survey data; student support schedule; leadership model

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	**Needs**
Connectedness	As we grow, need to be intentional about all staff staying
High levels of satisfaction reported by staff	this connected and healthy.
Pervasive sense of all students being "all our kids"	CLT processes need tightening

Summary of Needs

Campus Leadership Team will take a more active role next year in decision making, leadership, and implementation. Too many of the leadership mechanisms put in place this year were directly managed by the principal and assistant principal. We need to put more leadership and decision making responsibility in the hands of CLT.

Comprehensive Needs Assessment

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.

Survey data; hardware and software systems; teacher
training and leadership in Tech efforts

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   **Needs**

District leader in both equipment and application
Several teacher leaders in Tech innovation   Increase use of Collaborative Lab space and partnership
Student use of equipment and applications   with Librarian/Media Specialist with teachers

Summary of Needs

Internally, we will focus on increasing use of Collaborative lab space, as well as the partnership between the classroom teachers and our outstanding library staff. In terms of district efforts, we will continue to partner with the Instructional Technology district staff to lead in technology integration through innovative instructional practice.

Comprehensive Needs Assessment Summary of Priority Needs
Dorothy P. Adkins Elementary School

Demographics:

Professional development focused on closing learning/achievement gap between students who come from financially stable homes and those whose families are financially insecure.

Student Achievement:

We will focus/apply our work on Balanced and Effective Assessment Strategies to the specific areas of Writing and Science.

School Culture and Climate:

We must stay active in the pursuit of engaging our community in our school mission to maximize learning, provide authentic connection, and to serve our world.

Teacher Quality:

As we grow, we will need to prioritize recruiting staff members who have experience, and who can bring a diverse perspective to our school.

Curriculum, Instruction and Assessment:

Plan to invest grant money from Lantana Foundation for Professional Development, PLC work;
Continue emphasis on training of UbD Units of Study;
Work more closely with district curriculum team, especially in regard to Assessment Strategies.

Family and Community Involvement:

Keep up the momentum! Careful not to let up on the intensity of the good communication.

School Content and Organization:

Campus Leadership Team will take a more active role next year in decision making, leadership, and implementation. Too many of the leadership mechanisms put in place this year were directly managed by the principal and assistant principal. We need to put more leadership and decision making responsibility in the hands of CLT.

Technology:

Internally, we will focus on increasing use of Collaborative lab space, as well as the partnership between the classroom teachers and our outstanding library staff. In terms of district efforts, we will continue to partner with the Instructional Technology district staff to lead in technology integration through innovative instructional practice.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Ashley Jones
2) Classroom Teacher	Jenna Wilson
3) Classroom Teacher	Michelle Connolly
4) Classroom Teacher	Macey Arel
5) Classroom Teacher	April Kubicek
6) Classroom Teacher	Julie Wenger
7) Campus-based Nonteaching Professional	Erin Vennell
8) Campus-based Paraprofessional and Operations Staff	Jessica Craft
9) District-level Professional	Anthony Tosie
10) Parent	Jennifer Duncan
11) Community Member	Andy Eades
12) Business Representative	Yvonne Halboth

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	9/14/15	3:00 - 4:00 p.m.	Adkins Library
2	11/9/15	3:00 - 4:00 p.m.	Adkins Library
3	2/8/16	3:00 - 4:00 p.m.	Adkins Library
4	4/4/16	3:00 - 4:00 p.m.	Adkins Library
5	5/16/16	3:00 - 4:00 p.m.	Adkins Library

2015-2016
Campus Improvement Plan
for
Blanton 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.

Blanton Elementary School's Mission Statement

We will work collaboratively to ensure high levels of learning for ALL students while insiring and empowering them to become safe, respectful and caring 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.

Progress Report Date:

WIG 1

Support Tier I instruction in order to decrease the percentage of students requiring Tier II and Tier III interventions from 20% to 15% by June 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Administer common assessments for each unit of instruction in all core areas to monitor student mastery of essential learning targets/intentions from the agreed upon guaranteed and viable curriculum	Guaranteed and viable curriculum (Eduphoria), Unpacked learning targets, AWARE, classroom teachers		Common assessment data, Learning Visits, AWARE data, lesson plans, team artifacts, TAC, Student Data Binders	Performance data from common assessements, STAAR, ELI/DRA, Report Cards	**Oct** **Jan** **Apr**
Utilize Student Data Binders to gather data from common assessments and involve students in progress monitoring, goal setting and developing plans for acceleration/enrichment of learning	Instructional specialists, common assessment data, AWARE, Student Data Binders, Staff Training, classroom teachers $ FTE .5 $ FTE .5		Student Data Binders, AWARE, assessment data	Performance data from common assessments, ELI/DRA, STAAR, TAC reports, Classworks Universal Screeners	**Oct** **Jan** **Apr**
Post Learning Intentions in the form of "I Can" statements and refer to these learning intentions throughout the lesson to lead and support students to a clear understanding of the learning intentions and purpose for learning.	Curriculum guides (Eduphoria), List of unpacked learning targets for each unit, classroom teachers		Learning Visits, PDAS, student feedback, Student Data Binders	Data from common assessments, STAAR, ELI/DRA	**Oct** **Jan** **Apr**
Establish agreed upon success criteria (rubrics, exemplars) that are linked to learning intentions to show students what success 'looks like' and provide opportunities for students to evaluate their own work according to the criteria in order to set personal learning goals.	Grade level learning intentions, report cards (TAC), classroom teachers, Rubrics, Exemplars		Team artifacts to include agreed upon success criteria. Student Data Binders	Data from common assessments, Student Data Binders, STAAR, ELI/DRA	**Oct** **Jan** **Apr**

Utilize research based instructional strategies to support student learning and achievement of goals: *Thinking Maps *Guided Reading *Daily 5/Cafe *Write from the Beginning *Math Stations/Guided Math *Morning Meetings *Technology Integration *Student Data Binders *Daily Attendance Charts *Fitness Gram Assessements (3-5)	Classroom teachers, PE teachers, Thinking Maps, Technology resources, Student Data Binders, Curriculum and Instruction Cadre, Music teacher, Art teacher		Team artifacts, lesson plans, Student Data Binders, Fitness Gram Data	Common assessment data, STAAR, Fitness Gram Data, Classworks Universal Screeners	**Oct** **Jan** **Apr**
Provide additional technology resouces and training for classroom integration	Computers on Wheels, iPod Touches, Classroom teachers, PTA, Technology Cadre		Lesson Plans, Learning Visits, Purchase Orders, Artifacts from Technology Cadre	Common Assessement data, TAC reports, Student Data Binders	**Oct** **Jan** **Apr**
Conduct weekly PLC/Team meetings with a focus on the Big Four questions, used to address both academics and student fitness: *What do we want our students to know and be able to do? *How will we know if our students are learning? *How will we respond if students do not learn? *How will we enrich and extend for students who are proficient?	Classroom teachers, PE teachers, common planning time, Team Huddles, instructional materials for differentiation, Music teacher, Art teacher		Team artifacts, Student Data Binders, Fitness Assessments	Data from common assessments, STAAR	**Oct** **Jan** **Apr**
Create a master schedule to ensure that: *students meet the required minutes of moderate to vigorous physical activity; *intervention time is provided for specialized/differentiated tutoring which targets specific needs of ALL students, based on common assessment data and student goals SCE $30,000 FTE .5 SCE $30,000 FTE .5 SCE $30,000 FTE .5	Instructional materials, Student Data Binders, Common Assessment data, classroom teachers, Campus Administrators, PE teachers, Instructional Specialists (Math, Reading), Reading Recovery/Literacy Group Teacher		Teacher daily schedules, Master schedule, Student Data Binders, FitnessGram Data	Data from common assessements, STAAR, AWARE	**Oct** **Jan** **Apr**

Utilize the Response to Intervention (RtI) model to support students who are struggling - - - by name, by need - - - based on their individual data (focusing on students identified as 504 or educationally disadvantaged)	Classroom teachers, PLC confereces, RtI conferences, AWARE data, RtI tracking charts, Student Data Binders, Care Team		Care team schedule, AWARE data, Student Data Binders	Data from common assessments, teacher observation, STAAR	**Oct** **Jan** **Apr**
Provide a continuum of services for special education students (to include Inclusion, Content Master and Resource) to support learning and mastery of essential learning intentions, based on individualized continuous growth plans	Classroom teachers, Special education staff, Campus administration, RtI training and co-teaching resources		ARD minutes, lesson plans, teacher logs, Learning Visits, Student Data Binders	Data from common assessments, STAAR, grades, IEP reports	**Oct** **Jan** **Apr**
Organize Cadres in the areas of Curriculum/Instruction, Staff Development, Technology, School Climate, and Engine of Hope (Continuous Improvement) to focus on achievement and organizational health	Teachers, Administration		Monthly Cadre meeting agendas and artifacts	Data from common assessments, STAAR, PDAS, Classroom Data Boards, Walkthroughs, Surveys	**Oct** **Jan** **Apr**
Establish grade level commitments to continuous improvement through the use of high impact strategies by establishing agreed upon responses to the following questions: 1. What will we keep doing this year? 2. What will we start doing this year? 3. What will we stop doing this year?	Classroom teachers, common assessment data, Classworks Universal Screeners		Team artifacts, Learning Visits, Student Data Binders	Data from common assessments, STAAR, Student Data Binders	**Oct** **Jan** **Apr**
Conduct monthly grade level/team 'flipped leadership' meetings to continuously study the components of a Visible Learning School, which include clearly defined and understood learning intentions, agreed upon success criteria, and opportunities for students to self-assess, monitor progress, and set goals.	Administrators, teachers, Visible Learning Resources, Visible Learning Walkthrough Template		Meeting Minutes	Student Data Binders, Assessment Data, Data from Visible Learning Walkthroughs/PDAS	**Oct** **Jan** **Apr**
Provide multiple sources of communication in order to support promote school events, activities, and opportunities.	Satterwhite's Knightly News (weekly email distribution and website link), weekly teacher/grade level newsletters, updated websites, Tuesday folders		Newsletters, websites	Website data, parent feedback	**Oct** **Jan** **Apr**

Provide multiple opportunities for student, parent and community involvement	PTA, Campus Administration, Teachers, Counselor		U-Nite Festival, Squire Choir, Composer's Guild, Field Day, Parent Orientations, Fun Run, Book Fairs, Arts and Education, Fine Arts Night, Artist in Residence, Various clubs (Running, STEM, Green Team, Coding, MineCraft, Web Design, Keyboarding, News Media, Art, Drama Kids, Yoga, etc.)	Attendance at events	**Oct** **Jan** **Aug**
Implement activities designed to educate students and parents about violence/anti-bullying prevention and intervention	Counselor, administrators, teachers, PTA		Red Ribbon Week (to include anti-bully pledges and 'pink out day', Bucket Filler Program, Watch DOGS, Anti-bullying Parent Program, Be the Voice Guidance Program	Lesson plans, Bully Prevention Plan, sign in sheets, Red Ribbon Calendar	**Oct** **Jan** **Apr**
Provide staff development opportunities on topics identified as focus areas, such as Visible Learning, RtI, Bullying, Content Area specific topics (Math and Science focus), Running Records training, Literacy Cadre K-2, Dyslexia Awareness, SpEd Services, EXPO, technology, etc.	Instructional Specialists, Workshops, Administration, Counselor, Teachers		Training Agendas, Eduphoria, Certificates of Attendance	Performance data from common assessments. ELI/DRA, STAAR, Report Cards, Classworks Universal Screener	**Oct** **Jan** **Apr**

Blanton Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Blanton Elementary School conducted a comprehensive needs assessment for the 2015-2016 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.

Comprehensive Needs Assessment

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, Droupout, 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.

Think Through Math	Student samples/data
STAAR Results	Aware Data
	Think Through Math

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	Needs
ELI/Benchmarks/STAAR Results and Award	More PLC time is needed to break down and analyze data from common assessments
Classworks BOY-MOY-EOY screeners	Continued training in Café, Daily 5, Visible Learning
Campus interventionists	Math curriculum that covers TEKS
Focus Groups	Writing vertical alignment
Computer labs	

Summary of Needs

Campus wide vertical alignment in writing

Time to collaborate with other teachers about lessons that work well for specific skills

Continued staff development devoted to campus initiatives

Comprehensive Needs Assessment

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
- Attendence
- 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.

Data Dashboard	eSchoolPlus
AEIS	Attendance Reports

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

Identifying and serving students who are at-risk, 504, LEP and gifted/talented.

Needs

Provide differentiated services and instruction to students receiving special education support.

Continue supporting Tier 1 Instruction to maintain a lower teacher/student ratio in special programs.

Summary of Needs

Support Tier 1 instruction in order to reduce the student/teacher ratio in special programs.

Provide differentiated instruction to provide for individual needs.

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Blanton Mission	Teacher Observation
Noble Knights Creed	Personal reflections
Handbook	Cadre Minutes

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	Needs
We work to support safety for students (i.e. allergy committee)	Making sure all teachers follow campus expectations for hallway behavior (matrix)
Set team goals for improving learning (math, reading)	Data binder updates to support instruction and goal setting
Knight Time intervention and data binders connect staff and students in the learning process	
documentation has begun for students with behavior/discipline needs to help teachers when they look into AWARE	
High expectations for student learning	
Time devoted to shared learning	
Administrative support is visible in our school	
Identify strugglers through data driven collections	
Behavior Matrix supports campus wide expectations	

Summary of Needs

Blanton is a safe and caring environment. All staff should be held to the same expectations for student behaviors, using the matrix.

Time to develop and update student data binders to include learning targets, exemplars and student self-assessment.

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.

STAAR	Tier II and Tier III numbers
Classworks	Texas Certificates

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

Our quality is very high

All teachers highly qualified

First year teachers have mentors, CLT, team leaders

Cadres, Book Clubs, Data Binders

High expectations

Clear targets

Approachable staff

Staff development offered and encourages

Work as PLC

Needs

Math curriculum

More time for staff development other than August

Summary of Needs

We have low needs in area of staff quality and recruitment. When it comes to retention - we have strong supports in place to keep all staff on path to continuous improvement.

We need support at the district level to help us continually improve curriculum and resources but our needs are being met on campus.

Comprehensive Needs Assessment

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.

District Report Card Assessments	Investigations
Empowering Writers	Scope and Sequence
Stemscopes	Classworks
Kathy Richardson	

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

Implementation of Investigations	
Classworks	
Empowering Writers	
Type to Learn	
Campus staff development to support learning and study research	

Needs

New grade level members trained	
Varied report card assessments for tests	
Scope and sequence remain the same throughout the year	

Summary of Needs

New teacher training on campus 'tights'

Update student data binders

Comprehensive Needs Assessment

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.

Team members	Demographic Data
Participation Logs from special events	

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 opportunities for families to become involved

Community funding of programs

Highly qualified teachers in special programs

Communication via faculty members to parents

Art shows

Music Programs

EXPO LEGOLAND field trip

5th grade track meet

Knight's Nights

Needs

Strive to keep opportunities for parental and community involvement available

Continue to support students with services who are in special programs

Support Tier I

Summary of Needs

More opportunities for real world experiences, such as field trips

Comprehensive Needs Assessment

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	Duty Rosters
Classworks	Lit Library
Cafe	IStations

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	**Needs**
	Continued improvement of district assessments/common assessments
Focus Groups	
Guided Reading Groups	Time in general
Tutoring	
Great collaboration amongst teams - - PLC time every week to look at data and reflect on assessments	
Teachers have a voice through Team Leader Meetings, CLT and Cadres	

Summary of Needs

Additional time for PLC work

Continued updates of formative and summative assessments

Comprehensive Needs Assessment

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.

Technology Cadre Minutes	Technology Plans
Staff feedback	

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

PTA support with iPad purchases per grade level

30 Google Chromes

Eduphoria

Campus Tech support

Needs

Continue hands on training

Summary of Needs

Continue to provide training for various degrees of proficiency, using the tools available on our campus

Comprehensive Needs Assessment Summary of Priority Needs
Blanton

Demographics:

Support Tier 1 instruction in order to reduce the student/teacher ratio in special programs.

Provide differentiated instruction to provide for individual needs.

School Culture and Climate:

Blanton is a safe and caring environment. All staff should be held to the same expectations for student behaviors, using the matrix.

Time to develop and update student data binders to include learning targets, exemplars and student self-assessment.

Curriculum, Instruction and Assessment:

New teacher training on campus 'tights'

Update student data binders

School Content and Organization:

Additional time for PLC work

Continued updates of formative and summative assessments

Student Achievement:

Campus wide vertical alignment in writing

Time to collaborate with other teachers about lessons that work well for specific skills

Continued staff development devoted to campus initiatives

Teacher Quality:

We have low needs in area of staff quality and recruitment. When it comes to retention - we have strong supports in place to keep all staff on path to continuous improvement.

We need support at the district level to help us continually improve curriculum and resources but our needs are being met on campus.

Family and Community Involvement:

More opportunities for real world experiences, such as field trips

Technology:

Continue to provide training for various degrees of proficiency, using the tools available on our campus

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Teresa Loya
2) Classroom Teacher	Julie McNair
3) Classroom Teacher	Alyson Owen
4) Classroom Teacher	Melissa Hooton
5) Classroom Teacher	Michele Branch
6) Classroom Teacher	Dana Sewell
7) Campus-based Nonteaching Professional	Stacey Gow
8) Campus-based Paraprofessional and Operations Staff	Jerrica Maddox
9) District-level Professional	Stacey Dihel
10) Parent	Katie Messerle
11) Parent	Charlie Stinson
12) Community Member	Ian Cooney
13) Community Member	Chris Little
14) Business Representative	Paula Goldstein
15) Business Representative	

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	09/23/14	320	Celebration Station
2	01/27/15	3:20	Celebration Station
3	05/19/15	3:20	Celebration Station

2015-2016
Campus Improvement Plan
for
Borman 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.

Borman Elementary School's Mission Statement

At Borman Elementary, our school community works collaboratively to empower young people in order to develop compassionate, independent lifelong learners who can positively impact their environment through inquiry, leadership, and respect while embracing global challenges.

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
Borman Elementary School

Progress Report Date:

WIG 1

Student performance on state mandated assessments will increase by 15% from 2015-2016

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Utilize the Staar4ward leading learning series to plan, prepare, and organize materials/data for the PLC meetings **X Addresses missed system safeguard**	Head of School Reading, Math, Science Specialists	X X X X X	2 3 4 5 8	Leadership Lesson Plans Leadership Report Card	Summative unit assessments EOY state assessments	**Nov** **Jan** **Mar**
Provide professional development to 100% of the teachers on prioritizing the Texas Knowledge and Skills based on the school's 2015 STAAR data. **X Addresses missed system safeguard**	Head of School Instructional Specialists All Staff Members	X X	4 8	PLC Menus Prioritized TEKS/Lesson Plans	Summative Unit Assessments EOY state assessments	**Sept** **Oct** **Mar**
Conduct PLCs in the area of Language Arts, Math, and Science to address the STAAR4ward components of "prioritizing the work", "planning instruction", and "organizing interventions". **X Addresses missed system safeguard**	Head of School Instructional Specialists Teachers District Coaches	X X X X	3 8 9 10	PLC Menus Lesson Plans	Summative Unit Assessments EOY state assessments	**Sept** **Oct** **Jan**
Provide training for 100% of the teachers on data analysis and high-yield strategies that increase the rigor and transfer of learning for students. **X Addresses missed system safeguard**	Head of School Instructional specialists District Math and Reading Coaches Teachers	X X X	3 8 10	Lesson plans Learning Walks	Summative Unit Assessments EOY state assessments	**Sept** **Oct** **Nov**

Provide Webinar training and team planning for the instructional specialists to organize materials/data and prepare for leading a PLC in their content. **X Addresses missed system safeguard**	Head of School Instructional specialists Classroom teachers	X X X	2 8 9	PLC Menus Leadership Report Card	Summative Unit Assessments EOY state assessments	**Sept** **Oct** **Nov**
Conduct Professional development in staff meetings, PLCs, and workshop trainings on 1) instructional strategies that increase rigor and promote the transfer of learning for students, 2) the priority knowledge and skills identified through data analysis of the 2015 state mandated tests, and 3) the process standards (dually coded TEKS on state mandated tests). **X Addresses missed system safeguard**	Head of School IB Coordinator Staff Members Technology Specialist 30 digital cameras 15 webcams, Chrome books	X X	2 8	Portfolios Training Dates	Parent/Teacher end of year conferences to review the portfolio Parent/Student Survey	**Sept** **Oct** **Nov**
Ensure that classroom teachers have the instructional materials to meet the Tier 1 instructional objectives.	Head of School Instructional Specialists District coaches Classroom teachers	X X	2 9	Unit Planner Lesson plans	Summative Assessments	**Sept**
Continued implementation of a Science Specialist **X Addresses missed system safeguard** SCE $60,000 FTE 1	Head of School	X X X X X	2 3 4 5 8	Intervention Logs Coaching logs Professional Development Agendas	Summative Assessments	**Sept**
Continued implantation of a Reading Specialist **X Addresses missed system safeguard** TI $30,000 FTE 1 SCE $30,000	Head of School	X X X X X	2 3 4 5 8	Intervention logs Coaching logs Professional development agendas	Summative Assessments	**Sept**

Continued implementation of a Math specialist **X Addresses missed system safeguard**	Head of School TI $30,000 FTE 1 SCE $30,000	<u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 8	Intervention logs Coaching logs Professional development agendas	Summative Assessments	**Sept**
Continue to support World Language instruction (French)	French materials and supplies.	<u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 8	Lesson plans Learning walks	Lesson plans	**Aug**
Provide district reading and math coaches to increase teacher understanding of the depth and complexity of the TEKS and to assist teachers weekly in planning and designing instructional lessons that increase the rigor and transfer of learning for students. **X Addresses missed system safeguard**	Head of School District math and reading coaches	<u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 8	Intervention logs Coaching logs Professional development agendas	Summative Assessments	**Aug**
Continue the use of Classworks as an online targeted intervention tool that may be used at home or at school. **X Addresses missed system safeguard**	Computer lab schedule Parent/student training	<u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 8	Computer logs Universal screeners	Progress reports Summative Assessments	**Oct**
5th grade Science Camp with emphasis on the campus' weakest Science objectives (Earth Science and Life Science) at Camp JOLT. **X Addresses missed system safeguard**	Head of School, 5th grade teachers, Science Specialist, Parent support	<u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 8	Agendas Sign in sheets student participation	EOY mandated science assessment summative assessments	**Nov**

Teaching and learning will incorporate a wide range of technology resources.	Head of School Classroom teachers Technology specialists TI $10,000	X X X X	2 3 4 5	Lesson plans Unit planners	Summative assessments	**Aug**
Continue with the 21st Century afterschool program to provide support with additional academic support and mentoring. **X Addresses missed system safeguard**	Head of school CIS Case Worker	X X X X X	2 3 4 9 10	Schedules Planners Attendance records	Summative assessments Student surveys	**Sept**
4th and 5th graders will participate in Kids Inquiry Conference focusing on inquiry, investigations, research, journal articles, and presentations. **X Addresses missed system safeguard**	Classroom teachers Science specialists	X X X X X	2 3 4 5 6	Student rubrics Student presentations e-portfolios	Student participation Parent participation summative assessments	**Aug**
Two campus wide book studies will be conducted throughout the year.	Head of School Classroom teachers $2,000	X	2	Agendas Sign in sheets	EOY assessments	**Oct**
PreKinder students will visit Kindergarten classrooms twice in the Spring	Head of School PreK teacher Kindergarten teachers	X	7	Sign in sheets	Teacher surveys Parent surveys	**May**
5th grade students will visit middle school twice in the Spring for orientation	Head of School 5th grade teachers Middle School counselors, Principal, teachers	X X	8 10	Schedules Agendas	Teacher surveys Parent surveys	**May**

Use Fountas & Pinnell Level Literacy Intervention kits to be used for Intervention groups **X Addresses missed system safeguard** TI $9,000	Head of School Intervention Specialists Classroom teachers	X 1 X 2 X 3 X 4	Lesson Plans PLC Agendas	Summative Assessments Common assessments	**Oct**
Use IStation Reading, Spanish, Math and Home Bundle to be used for Intervention groups **X Addresses missed system safeguard** TI $10,860	Head of School Intervention Specialists Classroom teachers	X 1 X 2 X 3 X 4	Lesson Plans PLC Agendas	Summative Assessments Common assessments	**Oct**
Use Think Through Math to be used for intervention groups **X Addresses missed system safeguard**	Head of School Intervention Specialists Classroom teachers	X 1 X 2 X 3 X 4	Lesson Plans PLC Agendas	Summative Assessments Common assessments	**Oct**

Campus Improvement Plan
Borman Elementary School

WIG 2

Percentage of Economically Disadvantaged students meeting satisfactory standards on state mandated assessments will increase by 10% from 2015 to 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide intervention support through the use of subs to support both teachers and students, during the instructional day for students who are not meeting standards in their common/summative assessments in ELAR, Math, and Science. **X Addresses missed system safeguard**	Classroom Teachers Instructional Specialists Substitute Teacher(s) TI $10,000	X X X	2 3 4	Schedule of students needing interventions	Student scores on campus assessments and STAAR	**Aug**
Utilize district coaches for professional development, resources, and coaching.	Head of School District coaches classroom teachers.	X X X X	2 3 4 8	PLC meetings, Team meetings, data, PLC norms and goals	EOY results	**Sept**
Target professional development (i.e. modeling, coaching, video-taping, etc.) on priority knowledge and skills for intervention. **X Addresses missed system safeguard**	Head of School, Classroom teachers District coaches Campus coaches	X X X X	2 3 4 8	Professional development agendas	Summative assessments EOY state assessments	**Aug**
Ensure that classroom teachers have the instructional materials to meet the Tier 1 instructional objectives. **X Addresses missed system safeguard**	Head of School, Classroom Teachers, Instructional specialists, Instructional materials include but not limited to: Calendar Math, Cafe books, Daily 5 books, Comprehension Toolkit, Thinking Maps, WFTB training, DRA training guides, etc. TI $10,000	X X	2 3	Learning Walks, PDAS evaluations, Lesson Plans, vertical team meetings notes,	Improved summative assessment	**Aug**

Provide feedback for teachers through walkthrough observations that appropriately address PLC planning and professional development initiatives. **X Addresses missed system safeguard**	Head of School, Deputy Head of School	X 2 X 3 X 4 X 8	Learning Walks, PDAS PLC Agendas/Menus	Student goals, Teachers' rubrics and goals.	**Sept**
Increase student participation in extra curricular after school programs (D.R.U.M, STOMP, Robotics, Art Club, Choir, and Orchestra)	Head of School CLT, classroom teachers	X 3 X 6	Student attendance logs	Student participation	**Oct**
Conduct a series of Parent Nights (Fun Family Literacy Night, Fun Family Science Night, Fun Family Math Night)	All staff members	X 6	Parent sign in sheets	Parent participation	**Oct**
Bilingual specialist will provide coaching and intervention support to teachers and students. **X Addresses missed system safeguard**	Head of School Bilingual Director	X 2 X 3 X 4 X 5 X 8	Intervention logs Coaching logs Professional development agendas	Summative assessments	**Aug**
Spanish classes taught for students and parents in the evenings throughout the year. TI $5,000 FTE 1	Head of School Spanish teacher	X 3 X 6	Parent sign in sheets Student sign in sheets Agendas	Parent surveys Student surveys	**Oct**

Campus Improvement Plan
Borman Elementary School

WIG 3

Borman will meet the IB expectation of showing progress of implementation of 100% of the PYP standards and practices to be an IB Authorized campus.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide professional development for all teachers not previously trained in Making the PYP Happen.	Head of School IB Coordinator		Certificates of Completion	Implementation of the PYP planners	
Continue with the electronic student portfolio system for IB documentation and tracking of student progress.	Head of School IB Coordinator Campus Tech.		Portfolios Training dates	Parent and student end of the year conferences to review portfolios	
Implement grade level extended planning with the IB coordinator, teachers, and instructional specialists.	Head of School IB Coordinator Classroom teachers		Unit Planners Programme of Inquiry	Unit planners will reflect implementation of the PYP	
Conduct Family International Night	Head of School Special Areas team IB coordinator		Parent Sign In Sheets	Parent Surveys Teacher Surveys Student Surveys	
Continue to support a World Language (French)	Head of School IB Coordinator French teacher		Lesson plans Teacher schedules	Student and teacher goals Lesson plans	

Borman Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Borman Elementary School conducted a comprehensive needs assessment for the 2015-2016 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, Droupout, 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.

STAAR data	Classroom teacher results
Telpas Data	RTI
Benchmark data	
Attendance Data	
Student Discipline Data	

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	Needs
IB inquiry planners are effectively being created and implemented	Less than 54% of subpops (econ, AA., Hispanics, ELL) passed the Reading tests,
IB learner profile is effectively being implemented	30% of all subpops passed the Writing tests
	40% of all subpops passed the Science tests

Summary of Needs

Improvement overall all in all subject areas is needed on state assessments.

Economic Disadvantaged students performance on state assessments needs to improve 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.

Enrollment Data   Attendance

SPED Participation

Mobility Rates/Changes

Class Assignments

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   **Needs**

Enrollment in the B program continues to increase   High mobility

Multiple mentor and volunteer groups support our campus

Continue to work on IB authorization

Summary of Needs

Continue to market our campus to increase enrollment.

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Parent Surveys

Teacher Surveys

Student Surveys

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

Student participation in extra-curricular activities

Teacher morale is good

Parents morale is good

After school clubs for students offer a variety of choice

Needs

Champs needs to continue to be communicated to new teachers- update training is needed.

Summary of Needs

Comprehensive Needs Assessment

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.

Teacher Certification Records

Paraprofessional Records

Staff Effectiveness in Relation to Student Achievement

Staff Mobility/Stability

 Teacher-Student Ratios

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	Needs
Highly qualified personnel	Professional development for teachers is needed
	Highly effective staff need to be working with the neediest students
	Intervention groups need to be more intentional

Summary of Needs

Intervention groups need to be more intentional. Professional development needs to match up with teacher's needs.

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.

Scope and Sequence	Class schedules
Chromebooks use	PLC agendas
Lesson Plans	Grade level common assessments
Vertical Team	IB planners
Special Program Schedules	

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	Needs
IB planners were effectively implemented	Target instructional strategies on priority knowledge and skills
	Target coaching on the priority knowledge and skills
	need Math coaches to support teachers with changes in the Math TEKS
	provide and support teachers with specialized planning assistance in math, reading, writing, and science
	Conduct PD in instructional strategies that increase rigor and promote the transfer of learning for students.
	Student Intervention groups need to be restructured for better effective use of time

Summary of Needs

Target instructional strategies on priority knowledge and skills, Conduct PD in instructional strategies that increase rigor and promote the transfer of learning for students, need Math coaches to support teachers with changes in the Math TEKS, Target coaching on the priority knowledge and skills

Comprehensive Needs Assessment

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.

Parent Compacts and Parent-Teacher Conference data   Transfers

PTA Membership

Parent Night attendance

21 Century Parent Surveys

Enrollment Data

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   **Needs**

Volunteer Programs   PTA enrollment needs to increase

IB enrollment increase   Technology-Home connection needs to increase

CIS supportive of students and parents

Summary of Needs

PTA enrollment needs to increase

Technology-Home connection needs to increase

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

School Leadership

Schedule for Student Support Services

Extracurricular Activities

PLCs schedules

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

CIS supports students' needs

Parent Involvement is increasing

Needs

Better feedback to teachers is needed

Lack of technology opportunities students to use at home

Summary of Needs

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.

Technology Sign Out logs

Technology Use - Lesson Plans

Campus Technology - TI

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

Chromebooks are accessible to students and teachers

E-portfolios is implemented

Students are using technology daily

Good use of TVs around the campus for announcements

Needs

Many students lack technological opportunities at home.

We need more technology, Chromebooks, Ipads

Summary of Needs

We need to continue to build our Chromebooks inventory and we need to find a way to get students technology to be used at home to extend their learning.

Comprehensive Needs Assessment Summary of Priority Needs
Borman Elementary

Demographics:

Continue to market our campus to increase enrollment.

Student Achievement:

Improvement overall all in all subject areas is needed on state assessments.

Economic Disadvantaged students performance on state assessments needs to improve in all subject areas.

School Culture and Climate:

Teacher Quality:

Intervention groups need to be more intentional. Professional development needs to match up with teacher's needs.

Curriculum, Instruction and Assessment:

Target instructional strategies on priority knowledge and skills, Conduct PD in instructional strategies that increase rigor and promote the transfer of learning for students, need Math coaches to support teachers with changes in the Math TEKS, Target coaching on the priority knowledge and skills

Family and Community Involvement:

PTA enrollment needs to increase

Technology-Home connection needs to increase

School Content and Organization:

Technology:

We need to continue to build our Chromebooks inventory and we need to find a way to get students technology to be used at home to extend their learning.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Jessica Harris
2) Classroom Teacher	Caty Walding
3) Classroom Teacher	Connie Ramirez
4) Classroom Teacher	Erin Findley
5) Classroom Teacher	Karen " Jenice" Murray
6) Classroom Teacher	Jessica Harris
7) Campus-based Nonteaching Professional	Anissa Gutierrez
8) Campus-based Paraprofessional and Operations Staff	Mary Vetters
9) District-level Professional	Teresa Taylor
10) Parent	Marisela Cardona
11) Parent	Alicia Palomo
12) Community Member	Vanna Ingram
13) Community Member	Elia Bustos
14) Business Representative	Amanda Beard
15) Business Representative	

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	8/13/2015	1:00 pm	Library
2	08/15/2015	1:00 pm	Library
3	09/02/2015	1:00 pm	Library
4	10/15/2015	3:30 pm	Library
5	11/12/2015	3:30 pm	Library
6	1/21/2016	3:30 pm	Library
7	02/18/2016	3:30 pm	Library
8	04/14/2016	3:30 pm	Library
9	05/12/2016	3:30 pm	Library

2015-2016
Campus Improvement Plan
for
Cross Oaks Elementary

Denton ISD

Mission Statement

Denton ISD's Mission Statement

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

Cross Oaks Elementary's Mission Statement

Learning for All

Board Goals

Denton ISD'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.

Progress Report Date:

WIG 1

Through the use of high quality, research-based tier 1 instructional practices, the staff of Cross Oaks Elementary will reduce the number of students requiring tier 2 and 3 interventions, from 38% of our student population to 30%, by May of 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Ensure that all teachers of math receive math workshop training, at the district or campus level. Provide support for teachers as they work to implement this instructional model throughout the year. Campus math coach will plan weekly both in and out of PLC's with all 3-5 math teachers, and provide them with targeted support in the classroom.	Campus administration, campus math coach	X X X	1 2 4	Eduphoria professional development portfolios, walk-through forms, documentation of math coach collaboration	Improvement in student achievement as evidenced by walkthroughs, report card assessments, Kathy Richardson, and STAAR math assessments	
Provide academic interventions for students who are below grade level in math and/or reading, in grades K-5, on a daily basis. **X Addresses missed system safeguard**	Campus math and reading interventionists 2 intervention paraprofessionals After School Tutoring Part-time academic tutor Reading Recovery/Literacy Groups TI $20,000 TI $20,000 SCE $30,000 FTE 0.5	X X X X	1 2 3 9	RtI intervention documentation in AWARE, by teachers and interventionists, PLC agendas	Increase in percentage of students meeting grade level expectations, decrease in percentage of students requiring tier 2 and 3 interventions	
Provide ongoing math coaching for all campus math teachers	Campus math coach, administration	X X X X X	1 3 4 7 8	Team PLC agendas, documentation of teacher goals and work by campus math interventionist, walkthroughs and PDAS evaluations	Decrease in students needing tier 2 and 3 intervention. Increase in percentage of Level II and III scores on STAAR.	

Consistently implement district-developed UbD units in all grade levels. Math and science UbD units will be utilized by all teachers who provide instruction in those content areas. Language arts and social studies UbD units will be utilized in 4th and 5th grade by departmentalized teachers. **X Addresses missed system safeguard**	Campus administration, math and reading interventionists, grade level teachers SCE $30,000 FTE 0.5 SCE $30,000 FTE 0.5	X X	4 7	August district PD, walkthroughs and PDAS evaluations, PLC meeting agendas	Increase in student assessment scores (report card, STAAR, Kathy Richardson, ELI)	
Provide students with a clear and understandable vision of classroom learning targets. Implement professional develop for campus teachers in support of this goal through monthly assessment literacy professional development at the campus level. **X Addresses missed system safeguard**	Campus administration, classroom teachers	X X	4 7	Walkthoughs and teacher feedback, PLC meeting agendas, staff survey	Increased student academic performance on classroom, district, and state assessments	
Utilize instructional technology programs (Classworks, Study Island) to meet academic needs of targeted students.	Campus administration, campus Classworks "champions," classroom teachers, librarian TI $4,538	X X X	1 2 9	Classworks universal screener data, instructional program usage data, Study Island pretest/posttest data	Increased student academic performance on classroom, district, and state assessments	
Provide parents with opportunities for ongoing involvement in student learning by holding curriculum/instruction information nights.	Campus administration, math and reading interventionists and coaches, classroom teachers	X X	1 6	Parent sign-in sheets and attendance data, parent survey	Increased levels of homework completion, increased student academic performance	
Organize grade level teachers into professional learning community teams that meet weekly to improve student learning **X Addresses missed system safeguard**	Campus administration, classroom teachers, interventionists and coaches, all other staff	X X X X X	1 3 4 8 9	Weekly PLC agendas, documentation of essential learning standards, common assessments, and intervention data	Increased student academic performance on classroom, district, and state assessments	
Utilize Fountas and Pinnell Literacy Assessment Kits to establish universal reading assessment system in grades 3-5 to gain more reliable student data to provide targeted intervention. **X Addresses missed system safeguard**	Campus reading interventionist, special education teachers, classroom teachers TI $5,722	X X X X	1 2 9 10	Purchase Order, documented use by campus reading interventionist	Increase in 3-5 students successful on STAAR reading tests	

Utilize district and workshop trainings for teachers to improve tier 1 literacy and math instruction (Math Workshop, Jeff Alexander writing training, Reading and Writing Cadre) **X Addresses missed system safeguard**	Campus administration, campus math and reading interventionists, classroom teachers	X X X	1 2 4	PD documentation in eduphoria, certifcates of attendance, PDAS observations and walk throughs to ensure evidence of training utilized in classroom instruction	Decrease in students needing tier 2 and 3 intervention, increase in student achievement as evidenced by report card assessments, STAAR results, ELI/Kathy Richardson results	
Provide substitute teachers to allow classroom teachers and interventionists "power PLC" collaboration sessions once per grading period to create learning targets and pacing guides for the following grading period. **X Addresses missed system safeguard**	Classroom teachers, interventionists, administration TI $12,000	X X X X	1 2 7 8	Documentation of PLC products and artifacts by grade level teams, including common assessments, pacing guides, unpacked standards, and essential learning targets	Increase in student performance on state and local assessments, increase in student knowledge of learning target and purpose for learning	
Provide teachers of reading with "book boxes" for all students to support implementation of readers workshop campus wide. **X Addresses missed system safeguard**	Reading teachers, administration TI $2,268	X X X X	1 2 4 9	Walkthroughs and PDAS evaluations to verify usage of book boxes, support from campus literacy interventionists, readers workshop planning in PLC's	Increase in student reading level to exceed grade level expectations in both fiction and expository text, increase in reading and writing STAAR performance	

Campus Improvement Plan
Cross Oaks Elementary

WIG 2

Through the implementation of varied programs to increase student involvement in high quality school academic and non-academic activities, Cross Oaks students will increase in their engagement in meaningful learning and connection to our school culture, as evidenced by a 20% decrease in office referrals and improvement from beginning to end of year measures on a campus student engagement survey.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement a permanent, highly structured student mentor program to provide students in need with caring, supportive adults in their school lives. Staff, community members, and parents will be included in these important roles. Regular "mentor celebration" events and mentor trainings will be held to facilitate this program. **X Addresses missed system safeguard**	Counselor, principal, teachers, staff,	X	1	Mentor visit documentation, parent permission forms, participation at mentor events.	Increased student engagement and motivation at school, increased academic performance in language arts and math	
		X	2			
		X	6			
		X	8			
		X	9			
Provide students in grades 3-5 with engaging and varied extracurricular activities weekly throughout the school year during the school day, including choir, outdoor learning, STEM club, running club, fishing club, art club, and team-building.	Teachers, support staff, administration	X	1	Club rosters, projects and products from club involvement, performances at community events	Increased student engagement and motivation at school, increased academic performance in language arts and math	
		X	6			
		X	9			
		X	10			
Provide students in grades 2-5 with engaging and varied extracurricular activities weekly outside of the school day, including Minecraft club, chess club, sewing club, and a dance/spirit team.	Teachers, support staff, administration	X	1	Club rosters, performances at community events	Increased student engagement and motivation at school, increased academic performance in language arts and math	
		X	6			
		X	9			
		X	10			
All K-5 students will participate in awards assemblies once per grading period, to recognize outstanding attendance, character, and academic performance and growth.	Counselor, administration, teachers	X	1	Awards documentation, teacher and student participation	Increased student pride and motivation at school in academic activities and classes	
		X	4			
		X	6			
		X	9			
		X	10			

Each grade level will engage in a service learning project to connect what is being learned in the classroom to the real world to improve the lives of those living in our local and global communities.	Teachers, administration	X 1 X 2 X 5 X 8 X 9 X 10	Documentation of service learning impacts	Increased student engagement and academic achievement	
Establish campus incentive and reward systems for student participation in reading counts, Study Island, and other campus-wide instructional programs.	Teachers, librarian, administration, specialists, and parents	X 3 X 8 X 9 X 10	Displays of reward charts throughout the school, student engagement in these learning systems	Increased student performance in reading, math, writing, and science as measured by classroom assessment and STAAR testing	
Positive office referrals will be utilized by teachers and staff to recognize positive student behavior and growth in these areas.	Teachers, staff, administration	X 1 X 2 X 3 X 7 X 8	Documentation of positive office referral numbers, parent phone calls from administration	Increased student pride, behavior, and engagement in the learning process; decrease in number of office discipline referrals	
Explore with all staff campus theme of "belief," focusing on the belief that all students are capable of learning at high levels. Staff will commit to exemplifying this belief in interactions with students, parents, community, and one another.	All staff, administration	X 1 X 3 X 4 X 8 X 9 X 10	Belief posters and activities about campus, positive parent phone calls and positive student postcards	Increased student pride, behavior, and engagement in the learning process; decrease in number of office discipline referrals	

Cross Oaks Elementary Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Cross Oaks Elementary conducted a comprehensive needs assessment for the 2015-2016 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, Droupout, 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.

STAAR assessment data	ELI data (K-2)
Kathy Richardson data (K-2)	Common assessment data

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	Needs
79% of our 5th grade students were successful in STAAR reading	Only 17% of our students in special education were successful in STAAR science
77% of our 5th grade students were successful in STAAR math	Only 29% of our students in special education were successful in STAAR writing
87% of our 3rd grade students were successful in STAAR math	Only 39% of our students in special education were successful in STAAR reading
79% of our 3rd grade students were successful in STAAR reading	Only 53% of our economically disadvantaged students were successful on STAAR writing
77% of our 1st grade students were on level on the end of year ELI assessment	Only 47% of our economically disadvantaged students were successful on STAAR science
	Only 57% of our kindergarten students were on level on the end of year ELI assessment

Summary of Needs

Continue to invest in intervention and instructional coaching for our teachers

Utilize interventionist staff to serve K-2 students in addition to 3-5

Continue to emphasize math and readers workshop methods in tier one professional development

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.

Enrollment
_____   _____

Ethnicity
_____   _____

Special Program Participation (Dyslexia, EXPO, ESL)
_____   _____

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	Needs
1. Enrollment continues to increase, as the neighborhood expands. It is up from 482 in 2012-2013 to 605 in 2014-2015.	1. At-risk numbers have increased from 18% in 2012-2013 to 32% in 2014-2015.
2. Over the past three years, the following changes have been seen in enrollment by race: a. Increase in Asian, Black/African American, and Multi-Racial students b. Decrease in White and Hispanic students c. Steady enrollment for HW/Pacific Islander and Indian/AK Native students	
	2. Economically Disadvantaged numbers have increased from 37% to 45%.
3. Special Programs enrollment data for the past three years is as follows: a. SpEd – decreased from 16% to 12% b. ESL – increased from 6% to 9% c. G/T – increased from 7% to 9%	3. While males and females are represented about equally in EXPO, 77% of the students identified as gifted are White. The remaining minority subgroups combined represent 22% of the identified students.
	4. Of the seventy four students identified as SpEd, 51% are White males, followed by White females at 20%.

Summary of Needs

1. Identify ways to address the specific needs of the increased number of At-risk and Economically Disadvantaged students. (Ideas include: targeted support and providing access to PALS/mentors)

2.   Identify more minority students for EXPO.

3.   Provide increased Tier 1 support to better serve all students in the classroom and create dynamic cooperative learning groups.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Staff Survey	Feedback from staff and students
Parent meetings	Referral data

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	**Needs**
We have worked this year to collaboratively update our shared mission, vision, and commitments	Students would benefit from increased opportunities for extracurricular involvement at school
Staff created 168 discipline referrals this year, a decrease from the previous year	More tier 1 behavior strategies are necessary to increase strength of classroom management
CHAMPS is a common behavior management system used across the campus	Many students are disengaged from the learning process at Cross Oaks, and are not engaged in campus non-academic activities
Many extracurricular clubs and activities are offered at Cross Oaks, especially for our 3-5 students	Character development intervention (tier 1) through a uniform guidance program

Summary of Needs

More extracurricular activities should be offered at Cross Oaks to benefit our students and increase engagement at the campus level.

More opportunities for student leadership

More programs to increase student engagement in the classroom and at the campus at large

Comprehensive Needs Assessment

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.

• Professional Development Data

• AESOP Absence Report

• NCLB requirements for teachers

• Recruitment Strategies

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	Needs
• Ability to attract high qualified teachers	• A more diversified staff
• Staff attendance rate	• Active recruiting of candidates by reviewing real time interactions with students.
• RTI process	• Retain high quality staff members.
• Routine professional development	• Support system for new staff members
	• Differentiated Professional Development

Summary of Needs

After a careful review of the staff quality, recruitment and retention the committee has determined that our campus is in need of obtaining and supporting a more highly qualified diverse staff. We feel that having the opportunity to observe a teacher in their natural environment would allow the administrator to make a more secure decision regarding teaching talents and abilities of the candidate. The staff on the campus could benefit greatly from having a mentor system established for all teachers new to Denton for their first three years on campus. Regarding professional development the committee feels that there has been a top-down approach instead of focusing on the needs of the campus. The need is for differentiated professional development to occur based on a teacher's experience, growth initiatives in PDAS, and his/her instructional growth targets. The committee feels that professional development delivered to stakeholders based off of the campus needs would better suit the learning environment and result in a more meaningful and powerful learning experience.

Comprehensive Needs Assessment

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.

Scope and sequences	Report Card Assessments
Early literacy inventory	Data from common assessments
Kathy Richardson math assessments	Investigations (math)
Guided Reading Levels	Empowering Writers
Mondo- Language Development	Lucy Calkins (writing)

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	**Needs**
Investigations (math)	Guided reading training
K/1 writing	Differentiated instruction
Shared reading	Student goal setting
Empowering Writers (4th grade)	Vertical teaming (curriculum alignment)
Foundational development of PLC work	Reader's workshop/CAFÉ
Mondo for language development in Kindergarten	Common/ formative assessments
	CHAMPS (behavior expectations)
	Math Workshop

Summary of Needs

*Guided Reading training

*Student goal setting

*Vertical teaming

*PLC work- using common assessments and data to plan for instruction, tracking student learning

*Campus training for technology- using Google Docs

*Inclusion training

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.

Staff Survey

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	Needs
PTA	Watch Dogs
Different activities in the evening (Math night, Fine Arts Night, Open house, grade level nights, science)	Mentor Program
Music programs for each grade level	Cross Walk Volunteers
Open door policy for parents/volunteers	Split activities into age appropriate sections (have fall fest have section for older kids and younger, same for math night, etc.)
	Older grades need more opportunities to have parent involvement
Parent Teacher Conferences have good attendance	
Programs to support lower income families- Angel Tree, Apple Tree, Power Packs, Etc.	Parenting Classes
	Find a way to get communities involved in the school
	More help with Math

Summary of Needs

We need parent involvement to help with the safety of our school (crosswalks, watch dogs).

We also need opportunities to have classes to help parents out (such as Love and Logic).

Comprehensive Needs Assessment

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.

Observation

Experiences from various teachers on campus

Communication: both formal and informal

Campus Meetings

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	**Needs**
Organized	PK-2 Support (academic and behavioral)
Support comes quickly when asked	Value placed on teacher's feedback
Technology integration	Overrun with minutia (campus level)
Not overrun with minutia (district level)	

Summary of Needs

Floating paraprofessional/interventionist to work with primary grade levels (PK-2) (Title 1 Funds)

Focusing on early intervention would help alleviate behavioral and academic needs in STAAR grades

Comprehensive Needs Assessment

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.

Technology infrastructure on campus	Technology professional development activities, campus and district
Resource allocations	Technology inventory
Technology specialists	

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	Needs
	Thin client computers are unreliable, as much of our required software does not work consistently on these units
Students are using technology regularly in their instruction	
One of our computer labs was updated by the district to replace thin clients with new desktops	More tablets are needed so students can extend and apply their learning at school
Think Through Math, Istation, and Classworks were used regularly by students before, during, and after school to enhance learning	More support on how to use technology to enable students to produce meaningful projects
All teachers have interactive white boards and use them regularly to increase student engagement	Staff is not confident on how to use Google Drive and associated programs and systems
Many of our teachers attended the TIA technology conference offered in the summer by the district	

Summary of Needs

Thin client units on campus need to be replaced by tablets, chromebooks, and/or updated desktops so teachers and students can do more with technology at school.

Staff require more training on Google Drive programs and systems.

Comprehensive Needs Assessment Summary of Priority Needs
Cross Oaks Elementary

Demographics:

1. Identify ways to address the specific needs of the increased number of At-risk and Economically Disadvantaged students. (Ideas include: targeted support and providing access to PALS/mentors)

2.   Identify more minority students for EXPO.

3.   Provide increased Tier 1 support to better serve all students in the classroom and create dynamic cooperative learning groups.

School Culture and Climate:

More extracurricular activities should be offered at Cross Oaks to benefit our students and increase engagement at the campus level.

More opportunities for student leadership

More programs to increase student engagement in the classroom and at the campus at large

Curriculum, Instruction and Assessment:

*Guided Reading training

Student Achievement:

Continue to invest in intervention and instructional coaching for our teachers

Utilize interventionist staff to serve K-2 students in addition to 3-5

Continue to emphasize math and readers workshop methods in tier one professional development

Teacher Quality:

After a careful review of the staff quality, recruitment and retention the committee has determined that our campus is in need of obtaining and supporting a more highly qualified diverse staff. We feel that having the opportunity to observe a teacher in their natural environment would allow the administrator to make a more secure decision regarding teaching talents and abilities of the candidate. The staff on the campus could benefit greatly from having a mentor system established for all teachers new to Denton for their first three years on campus. Regarding professional development the committee feels that there has been a top-down approach instead of focusing on the needs of the campus. The need is for differentiated professional development to occur based on a teacher's experience, growth initiatives in PDAS, and his/her instructional growth targets. The committee feels that professional development delivered to stakeholders based off of the campus needs would better suit the learning environment and result in a more meaningful and powerful learning experience.

Family and Community Involvement:

We need parent involvement to help with the safety of our school (crosswalks, watch dogs).

*Student goal setting

*Vertical teaming

*PLC work- using common assessments and data to plan for instruction, tracking student
learning

*Campus training for technology- using Google Docs

*Inclusion training

We also need opportunities to have classes to help parents out (such as Love and Logic).

School Content and Organization:

Floating paraprofessional/interventionist to work with primary grade levels (PK-2) (Title 1 Funds)

Focusing on early intervention would help alleviate behavioral and academic needs in STAAR grades

Technology:

Thin client units on campus need to be replaced by tablets, chromebooks, and/or updated desktops so teachers and students can do more with technology at school.

Staff require more training on Google Drive programs and systems.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Rita Stabile
2) Classroom Teacher	Kayce McDade
3) Classroom Teacher	Mark Jobe
4) Classroom Teacher	Sabrina Truebenbach
5) Classroom Teacher	Yolanda McKinney
6) Classroom Teacher	Mary Ann Green
7) Campus-based Nonteaching Professional	Kerry Webb
8) Campus-based Paraprofessional and Operations Staff	Meghan Swift
9) District-level Professional	Sandy Brown
10) Parent	Julia Lastovica
11) Parent	Christine Nichols
12) Community Member	Earl Sanders
13) Community Member	Michelle Harris
14) Business Representative	Ken McNabb
15) Business Representative	Matthew Tiller

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	9/28/2015	3:15-4:15 pm	Cross Oaks Elem
2	11/16/2015	3:15-4:15 pm	Cross Oaks Elem
3	2/1/2016	3:15-4:15 pm	Cross Oaks Elem
4	3/7/2016	3:15-4:15 pm	Cross Oaks Elem
5	4/4/2016	3:15-4:15 pm	Cross Oaks Elem
6	4/25/2016	3:15-4:15 pm	Cross Oaks Elem
7	5/23/2016	3:15-4:15 pm	Cross Oaks Elem

2015-2016
Campus Improvement Plan
for
Eugenia Porter Rayzor 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.

Eugenia Porter Rayzor Elementary School's Mission Statement

Our mission is to foster lifelong learning in a supportive and safe environment by providing rigorous academics and character education, so that students can be successful, contributing citizens and lead meaningful lives.

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
Eugenia Porter Rayzor Elementary School

Progress Report Date:

WIG 1

Improve Tier 1 Instruction in order to decrease the percentage of students who qualify for Tier 2 and Tier 3 Interventions from 15% to 10% by June 2016 and increase the percentages of students scoring level 3 in each subject areas on the STAAR test 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Differentiated professional development focusing on assessment, progress monitoring and providing effective feedback.	Administration team, faculty		Staff meeting agenda and power points	STAAR, ELI, Kathy Richardson, SRI, I-station benchmarks, and Common Assessment scores	
Using the Assessment/Learning Planning Cycle continue PLC's once a week to add additional time for data review and team collaboration.	Staff and Administration Lantana funds		PCL meeting agendas, data review of common assessments	Data driven small group instruction, data collection	
Vertical PLC to address school-wide instructional practices (common vocabulary, problem solving, strategies/approaches)	Staff and Administration Lantana Funds		PLC agendas, changes in instructional practices, Schoolwide systematic approach to instruction	STAAR, ELI, Kathy Richardson, SRI, I-station benchmarks, and Common Assessment scores	
Continue to work on Kindergarten - Second grade book study on implementing the Daily 5 and CAFE.	K-2 teachers, Reading Recovery Teacher Campus Funds		Purchase of Daily 5 books, lesson plans, walkthrough	ELI, DRA, SRI, I-station benchmarks, and Common Assessment scores	
Using student and teacher tracking sheets, students and teachers will effectively monitor learning through goal setting with tracking methods for growth and action plans for learning and enrichment.	Staff and administration. Lantana funds Staff Development		Student Data Binders Teacher Tracking Sheets	Student growth as identified on individual goal setting data, lesson planning documenting planning for acceleration, enrichment and intervention	
Utilize monthly progress monitoring of Tier II and Tier III interventions through I-station benchmarks for reading and math.	Staff and administration I-Station Campus Funds		Progress monitoring data	I-Station benchmarks	

Increase technology integration through utilization of I-Pads and Chromebooks in the classroom	Lantana funds PTA funds		Increase number of I-Pads, I-pad minis and Chromebooks in the classrooms	STAAR, ELI, Kathy Richardson, SRI, I-station benchmarks, and Common Assessment scores
Utilize 1/2 time K-2 and 3-5 Reading Specialists to suppport reading	Interventionist Reading Recovery staff SCE $90,000 FTE 1.5		Reading Intervention groups	Common Assessments, STAAR and I-Station benchmarks, ELI
Utilize 1/2 time Math Interventionist to provide support for math in grades 3-5.	Interventionist SCE $30,000 FTE 0.5		Math Intervention groups	Common Assessments, STAAR and I-Station benchmarks
Staff Member extend their learning by attending state and national training opportunities.	Staff and Administration Lantana Funds		Attendance at staff developments	STAAR, ELI, Kathy Richardson, SRI, I-station benchmarks, and Common Assessment scores

Campus Improvement Plan
Eugenia Porter Rayzor Elementary School

WIG 2

Provide a safe, orderly and well-maintained climate for learning and encourage participation by all members of the school community, especially parents, in the continuous improvement of the educational system and school climate.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implementation of CHAMPS, Bully Busters and Character Education	Counselor, Staff and admininstration		Character Education assemblies, Bully Buster folders, CHAMPS Posters	Decreased office referrals resulting in increased Tier I instructional time	
Utilize PTA and WatchDOG programs to increase parental involvement.	PTA, staff, administration and WatchDOG volunteers		Volunteer hours	Volunteer hours	
Increase participation in after school clubs such as Minecraft, Art, Choir, Running and Wolves of Compassion	Staff, students and administration		Club Rosters	Increase of student interest and involvement in school sponsored activities, while increasing student self confidence	
In--school Club Fridays	Special Area Staff Lantana funds		Lesson Plans and Club Rosters	Increased levels of students engagement	
100% of students meeting their Speeding To Reading goal.	All Staff Lantana Funds PTA Funds		Speeding to Read Logs	STAAR reading, ELI, SRI, I-station benchmarks, and Common Assessment scores	

Eugenia Porter Rayzor Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Eugenia Porter Rayzor Elementary School conducted a comprehensive needs assessment for the 2015-2016 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.

Comprehensive Needs Assessment

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, Droupout, 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.

Previous STAAR tests   Data Binders

Common Assessments

Report Card Assessments

Kathy Richardson

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	Needs
Increased use of I-station for progress monitoring	Think Through Math
Math instruction reflecting the rigor of the new standards	Use of the 3 week assessment plan tool during PLC's
Student achievement gaps continue to close	Vertical teaming
High number of Advanced students	Primary Math specialist/support
Strong student buy-in for I-station and Think Through Math	Consistent writing program/expectations K-5
	Math Reasoning Inventory for grades K-5
	Consistent spelling program K-5
	I-station training

Summary of Needs

Consistent spelling program K-5

I-station training

Think Through Math

Consistent writing program/expectations K-5

Math Reasoning Inventory for grades K-5

Primary Math specialist/support

Comprehensive Needs Assessment

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.

ESchool Plus

AEIS reports

Classroom data

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   **Needs**

Student forms need to be changed to reflect
Affluent Population   demographics.

Building of classes needs to reflect like qualities of
Low Mobility   students.

Celebrating various cultures and traditions.

Raise awareness of diversity

Summary of Needs

Student forms need to be changed to reflect demographics.

Building of classes needs to reflect like qualities of students.

Celebrating various cultures and traditions.

Raise awareness of diversity

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Feedback data

Parent Conferences

PTA board

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	**Needs**
CHAMPS	Positive communication from Admin. to teachers and between teachers
Communication with Parents	Clear campus expectations, dismissal, hallway
Parent Support	Team Leaders role defined
3 R's	Clear and timely communication to staff and to parents
Celebrations	

Summary of Needs

Positive communication from Admin. to teachers and between teachers

Clear campus expectations, dismissal, hallway

Team Leaders role defined

Clear and timely communication to staff and to parents

Comprehensive Needs Assessment

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.

Teacher Certification

Professional Development Data

Staff mobility/stability

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

Highlighting of teachers

Wide range of degrees and certifications

Highly qualified, highly skilled teachers and specialists

Needs

More opportunities for teachers to attend outside trainings/workshops

More accountability after trainings

More positive feedback for staff

Summary of Needs

More opportunities for teachers to attend outside trainings/workshops

More accountability after trainings

More positive feedback for staff

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.

Pacing Guides

I-Station

Technology

Common Assements

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	**Needs**
Use of data from I-Station	PLC (effective modeling and training)
Use of Daily Problem Solving	Walk-throughs with a purpose
Resources	Progress monitoring for math
	I-Station training
	Vertical PLC's
	Common Language of Curriculum
	Dead computers

Summary of Needs

PLC (effective modeling and training)

Walk-throughs with a purpose

Progress monitoring for math

I-Station training

Vertical PLC's

Common Language of Curriculum

Dead computers

Comprehensive Needs Assessment

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.

Participation Counts

Parent Volunteer Information

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   **Needs**

Volunteer hours   Parent Evaluation

Parent programs/activities   Parental boundaries

Strong PTA   Greater involvement of PTA meetings

Extra Curricular activities

Summary of Needs

Parent Evaluation

Parental boundaries

Greater involvement of PTA meetings

Comprehensive Needs Assessment

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.

Decision Making Processes

Physical Environment

Program Support Services

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

Clubs/Afterschool activities

Prime time

Needs

Physical "Makeover" of the school

Duty expectations and accountability

Input on Duty schedule from staff

Summary of Needs

Physical "Makeover" of the school

Duty expectations and accountability

Input on Duty schedule from staff

Comprehensive Needs Assessment

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.

Resource allocations

Technology Plan

Classroom technology needs

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	Needs
I-Pads	Training in differentiation and technology use and programs
BYOD	Training for "best practices" for use of technology
Teacher buy in	Working/updated computers in classrooms, labs and library
	I-pads for teachers
	Diverse technology

Summary of Needs

Training in differentiation and technology use and programs

Training for "best practices" for use of technology

Working/updated computers in classrooms, labs and library

I-pads for teachers

Diverse technology

Comprehensive Needs Assessment Summary of Priority Needs
E. P. Rayzor Elementary

Demographics:

Student forms need to be changed to reflect demographics.

Building of classes needs to reflect like qualities of students.

Celebrating various cultures and traditions.

Raise awareness of diversity

Student Achievement:

Consistent spelling program K-5

I-station training

Think Through Math

Consistent writing program/expectations K-5

Math Reasoning Inventory for grades K-5

Primary Math specialist/support

School Culture and Climate:

Positive communication from Admin. to teachers and between teachers

Clear campus expectations, dismissal, hallway

Team Leaders role defined

Clear and timely communication to staff and to parents

Teacher Quality:

More opportunities for teachers to attend outside trainings/workshops

More accountability after trainings

More positive feedback for staff

Curriculum, Instruction and Assessment:

PLC (effective modeling and training)

Walk-throughs with a purpose

Progress monitoring for math

I-Station training

Vertical PLC's

Common Language of Curriculum

Dead computers

Family and Community Involvement:

Parent Evaluation

Parental boundaries

Greater involvement of PTA meetings

School Content and Organization:

Physical "Makeover" of the school

Duty expectations and accountability

Input on Duty schedule from staff

Technology:

Training in differentiation and technology use and programs

Training for "best practices" for use of technology

Working/updated computers in classrooms, labs and library

I-pads for teachers

Diverse technology

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Renee Clark
2) Classroom Teacher	Paulla Shaw
3) Classroom Teacher	Jill Mitchell
4) Classroom Teacher	Stephanie Wilson
5) Classroom Teacher	Annalee Leaverton
6) Classroom Teacher	Debbie Parrish
7) Campus-based Nonteaching Professional	Melanie Stolfus
8) Campus-based Paraprofessional and Operations Staff	Michelle Payne
9) District-level Professional	
10) Parent	Danielle Hamblin
11) Parent	
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	September 3, 2015	3:15-5:00	EP Rayzor Elementary
2	October 1, 2015	3:15-5:00	EP Rayzor Elementary
3	December 3, 2015	3:15-5:00	EP Rayzor Elementary
4	January 7, 2016	3:15-5:00	EP Rayzor Elementary
5	February 4, 2016	3:15-5:00	EP Rayzor Elementary
6	March 3, 2016	3:15-5:00	EP Rayzor Elementary
7	April 7, 2016	3:15-5:00	EP Rayzor Elementary
8	May 5, 2015	3:15-5:00	EP Rayzor Elementary

2015-2016
Campus Improvement Plan
for
Evers Park 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.

Evers Park Elementary School's Mission Statement

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

To accomplish our mission we will become a school that:
· Unites to achieve a common purpose and clear goals
· Works collaboratively to ensure student success
· Engages in ongoing professional conversation
· Shows a personal commitment to student achievement
· Celebrates our student and staff successes

To accomplish our vision we commit to the following practices:
· We will mentor and support each other in our professional learning
· We will have a positive attitude and have fun
· We will base decisions on student needs
· We will engage in student focused communication that is open, honest, and respectful
· We will promote our children, staff, and school throughout the community

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.

Progress Report Date:

WIG 1

Improve tiered instruction through continued implementation of assessment literacy strategies, focused planning, and progress monitoring/intervention. This will be evidenced through increased student achievement in report card assessments, and standardized testing.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
LEAD 1: Teachers will engage in regular Professional Learning Communities that focus on a backwards design model as follows: • Unpack our TEKS to identify our "big rocks" • Review report card assessments and create summative assessments • Develop content academic vocabulary lists • Create learning targets based on TEKS • Develop/Review common pre-assessment • Develop/Review common formative assessment • Create/Update progress monitoring sheets • Set team date (s) for administering assessments • Detailed Planning * Daily 5/Cafe * UbD (Language Arts & Math as well as other content areas as appropriate for departmentalization) * Math Workshop • Carry out instruction, assess • Review Data from pre/post and formative assessments • Intervention / RtI: create a proactive process to identify students who need help, place them in the proper intervention, monitor their progress, revise interventions as needed, and determine when students no longer need additional support. RESOURCES: Substitutes for PLC Material for Teachers **X Addresses missed system safeguard**	RESPONSIBLE PARTY: Classroom teachers Special Education teachers Administrators Specialist/Interventionist RESOURCES: Payroll - Substitutes for PLC ($7200 - T1) Publications ($2394 - T1) Supplies and Materials ($6700 -T1) • Reading/Science A-Z ($149.90) TI $7200 TI $8000 TI $2394	<u>X</u> 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 8 <u>X</u> 9		Huddle agendas will show that instruction is focused and based on student data Team notes	PLC Agendas	**Sept** Some Progress **Oct**

LEAD 2: Utilize support from Math and Language Arts Specialist/Interventionist (plus interventionist and Literacy Group teacher) through on-going, collaborative work. • Planning meetings • Working with students • Modeling lessons • PLC Work • Campus Committee Meetings • Teacher training • RTI Strategies for struggling students **X Addresses missed system safeguard**	RESOURCES: Reading Specialist (30,000 T1/30,000 SCE) Reading Lab Teacher (60,000 SCE) Math Specialist (30,000 T1/30,000 SCE) SCE $60,000 FTE 1 SCE $60,000 FTE 1 TI $60,000 FTE 1	X X X	2 3 9	PLCs Classroom Observations Agendas Schedules	• Improved instruction • Increased rigor in lesson plans • Curriculum alignment • Vertical alignment		**Sept** Some Progress
Lead 3: Writing across content in all grade levels: • PLC work will include analysis of student work samples to check for growth, • Writing will be displayed on bulletin boards regularly, • Teachers will utilize the appropriate district writing rubrics to give students specific feedback • Focus on alignment across all grade levels • Utilize PLDS within the Writing process for our ELL students to ensure language development. **X Addresses missed system safeguard**	RESPONSIBLE PARTY: Classroom teachers Interventionists RESOURCES: Mentoring Minds Writing Material ($190.40) TI $190.40	X X X X X	1 2 4 8 9	Lesson Plans Walkthroughs PLC Artifacts Writing Target Board	• Student Products • PLC Work • Rubric • Writing Folders (student writing portfolios) • TELPAS		**Sept** Some Progress

LEAD 4: Teachers will work with small groups daily during Math, Reading and Writing: • Determined based on student needs • Guided Reading groups • Intervention Groups (includes Gap filling, NOW intervention, and enrichment) • Student conferencing • Focused Instructional Stations (EX: Build/Math Daily 5, Daily Five, Daily Four, Menus) • Reading and Writing Cadre (K-2) • After school Tutoring for At-risk students Reading Recovery • Utilize RR teacher for RR and Literacy Groups **X Addresses missed system safeguard**	Teachers Reading Recovery Teacher (30,000/SCE) Tutoring (7,800/T1) SCE $30,000 FTE .5	X 2 X 3 X 9 X 10	Lesson Plans Walk through Aware	Student success through Aware and assessment data	**Sept** Some Progress
Lead 5: Utilize special program support / special education through on-going progress monitoring of students they serve: • Schedules • Attendance (both student and teacher)* • Progress Monitoring Data	Special Education Staff Administrators Students		Walk through Data Lesson Plans Assessment Data Schedules	Assessment Data	**Sept** Some Progress

WIG 2

Increase school, parent and community involvement through partnerships with parents and the community that will result in increased support for our school and students.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Lead 1: School and Community Engagement Center • Engage families and community members in the teaching and learning process by inviting them to be involved in their child's learning through opportunities such as: • School & Community Fair * • Parent Conferences • Academic Nights/ Events • CLT • PTA* RESOURCES: Smile Magic, TWU/UNT, Robson Ranch, Kiwanis K-Kids, Foster Grandparents Program, Mentors, Target	School principal School counselor United Way of Denton Cross Timbers Parent Liasion $23,203 (T1) Parent Involvement Supplies ($800/T1) Parent Involvement Food ($500/T1) TI $23,203 FTE 1.0 TI $1300		Parent and Community Center facility Volunteer Log	School and Community Event each six-weeks	**Sept** Some Progress
Re-establish a PTA for Evers Park	All staff			Partnership will result in a relationship that is mutually beneficial to our school, parent and community.	Some Progress
Lead 3: Each grade level will be supported by a parent and/or community partner who will work with individual and/or groups of students.	Teachers Parent Liaison				**Sept** Some Progress

Evers Park Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Evers Park Elementary School conducted a comprehensive needs assessment for the 2015-2016 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.

Comprehensive Needs Assessment

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, Droupout, 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.

E Form from our Reading Specialist

M Form from our Math Specialist

Individual Student Reports for our Reading Recovery students

Individual Student Reports for our ELL students

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	Needs
EOY data indicates growth among all students in academic achievement in looking at SRI scores	Many students with high SRI scores did not pass Reading STAAR. We need to find the disconnect.
Out of 61 students receiving Reading services 3 times per week, 6 did not show growth in SRI, 44 showed growth, and 10 did not take one or more SRI tests.	Out of 61 students receiving STAAR support, only 25 passed Reading STAAR Round 1 (1.40% passing rate). This included 16 additional passing scores from STAAR Reading 2, that is 41 out of 61 passing (67 % passing rate).
Out of 51 students with complete data, 44 made gains resulting in 86 % student growth.	Out of 55 students receiving Math support 3 times per week, 11 scored a 50 % or higher on STAAR Math. That is equivalent to 20 %.
Out of 23 students receiving reading support, 16 passed STAAR and 7 did not meet standard (70 % passing rate).	There were no 4th graders who received Math support who scored above 50 %. They will have a great gap as 5th graders.
Of those studnets receiving Math support, 7 who scored above 50 % had failed STAAR Math in 4th grade.	
Very strong upward trend in students' language scores for those who receive bilingual services.	

Summary of Needs

Math is showing slower growth than reading. This can be due to higher standards as well as having less support as a campus in the area of Math. Our campus needs to study our prior year's STAAR Math scores carefully for areas of strengths and weaknesses. There will be a high need for after school tutoring for both Reading and Math. As a campus, our Writing scores were very low. Our campus needs to focus on Writing across all content areas and all grade levels.

Comprehensive Needs Assessment

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.

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

Needs

Summary of Needs

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Data Dashboard	
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	Needs
	Increase perfect attendance by using some incentives such as: Beat the Bell, 6 weeks attendance parties, EOY certificates
The organizations we do have include: Student Council, K-Kids, CIS, Trashion Fashion, Orchestra, Choir, EXPO	
	Increase truant student attendance
Evers Park has 95 % overall attendance rate.	
	Decrease discipline referrals
	Staff Meeting on how to work with difficult students
	Increase RtI meetings
	Include a school club that includes Asian population Ex. World of Languages, 2nd culture club
	Increase the number of minorities in EXPO

Summary of Needs

Perfect attendance will increase from 9 % to 15 % in the 2015-2016 school year. Students who are identified as truant will have increased attendance. The number of discipline referrals from the 15-16 school year will decrease. A club will be created to meet the needs of our Asian population.

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.

Survey
_____   _____

Professional Development
_____   _____

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	**Needs**
100 % Highly Qualified teachers	Increase in number of ESL certified teachers
Professional Development Plan is aligned with campus and district goals of assessment literacy.	Include our special education and special programs staff in PLC.
All classroom teachers participate in on-going PLCS.	

Summary of Needs

Evers Park will continue to hire highly qualified teachers as well as paraprofessionals when possible. Many of our paraprofessional staff hold degrees. Our school will also work towards bringing in substitutes that are retired teachers so that instruction continues to a high level even when teachers are out.

Evers Park will work towards increasing the number of teachers who are ESL certified.

Comprehensive Needs Assessment

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.

Team leader questionnaire	UBD level of implementation by grade level
Interventionist/specialist questionnaire	Formative assessment data
PLC student progress data	Google Docs - PLC 6 week calendars, assessment work, data tracking, identifying essentials, etc
Benchmark scores	Walkthrough/observation data
Teacher lesson plans	Staff meeting/PLC agendas

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	Needs
Time to work collaboratively - PLC & Planning days	Ongoing vertical teaming
6 weeks calendars	More instructional support K-2
UBD Units Utilization	Support staff in PLC more often for planning and RtI (sped, other support staff)
Planning 6 weeks ahead	Instruction going from PLC to the classrooms. All team members actually teaching what was agreed upon in PLC
Extended huddle time	Multi grade level meetings to discuss spiraling TEKS from grade level to grade level including special education team in the meetings
Teachers feel very prepared for 2015-2016 school year because we started 1st 6 weeks already	Training for teachers on special education assessment and inclusion practices - what do the testing scores mean? Why do student qualify? Not qualify? What is a good referral?
Great support staff/specialists that are helpful to teachers and improve instruction	What do we do with our "Hot Data"?
Teamwork - campus is very supportive of colleagues	
Tuesday planning days	

Summary of Needs

More instructional support in K-2
Vertical planning/teaming opportunities throughout the year (staff meetings?)
Support staff included in PLC more often
Teacher accountability - what is decided in PLC really is taught/assessed
Time with grade levels and sped team to talk about spiraling TEKS
All staff training on sped issues: what makes a good referral? Why do students qualify? Why don't students qualify? What is the FIE like and what do the scores mean?
What do we do with our "hot data"? A more quick turnaround is needed with assessing and discussion about the results and next steps.

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.

Parent Liaison

Sign In Sheets from Events

Evers Park volunteers and community partners

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	Needs
Evers Park has over 30 Robson Ranch Mentors who are assigned to mentor a student each Wednesday.	Evers Park needs a Parent, Teacher Organization.
Our campus has partnered with Kiwanis Club K Kids to offer students a platform for community service projects.	
Evers Park has been adopted by Cross Timbers Church. Their support consist of mentors as well as supplies, etc.	
A relationship has been forged with Smile Magic of Denton. They provide both educational opportunities to families as well as incentives for students and teachers.	
UNT offers a variety of programs for our students. For the 15-16 school year, they will offer our campus a Play Therapy program for students with Behavioral Difficulties.	
Our school has a School and Community Engagement Center that is open to parents as well as community volunteers/mentors.	
Our school host an annual School and Community Fair where many organizations can offer their resources to attendees.	

Summary of Needs

Evers Park has many strong connections with mentors and other partners however they are lacking with the parent volunteer base. Our campus is in need of a Parent, Teacher Organization that will serve as a platforms for our parents.

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.

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

Needs

Summary of Needs

Comprehensive Needs Assessment

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.

Grade level teachers

Administration

Librarian

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	**Needs**
Evers Park has added technology in the form of iPads for use by teachers and students.	Number of devices used by teachers and students needs to increase.
Staff is using technology in most, if not all content areas.	Due to the use of on-line curriculum and textbooks, we need to train teachers how to best use these resources.
Teachers are becoming increasingly comfortable with the use of technology.	Easier year round access to technology training.
More district-adopted curriculum requires the use of technology.	

Summary of Needs

Evers Park will add 20 Chrome Books to our campus inventory for the 2015-2016 school year. Our school will need to offer more trainings that will give ideas on how to use these Chrome Books.

Air servers and wireless adaptors have been purchased for ten teachers to use with their iPads. We need to see how these are utilized so that we can decide if we want to purchase additional licenses.

Evers Park will begin to air live announcements using the Cube.

Comprehensive Needs Assessment Summary of Priority Needs
Evers Park Elementary

Demographics:

Student Achievement:

Math is showing slower growth than reading. This can be due to higher standards as well as having less support as a campus in the area of Math. Our campus needs to study our prior year's STAAR Math scores carefully for areas of strengths and weaknesses. There will be a high need for after school tutoring for both Reading and Math. As a campus, our Writing scores were very low. Our campus needs to focus on Writing across all content areas and all grade levels.

School Culture and Climate:

Perfect attendance will increase from 9 % to 15 % in the 2015-2016 school year. Students who are identified as truant will have increased attendance. The number of discipline referrals from the 15-16 school year will decrease. A club will be created to meet the needs of our Asian population.

Teacher Quality:

Evers Park will continue to hire highly qualified teachers as well as paraprofessionals when possible. Many of our paraprofessional staff hold degrees. Our school will also work towards bringing in substitutes that are retired teachers so that instruction continues to a high level even when teachers are out.

Evers Park will work towards increasing the number of teachers who are ESL certified.

Curriculum, Instruction and Assessment:

More instructional support in K-2

Family and Community Involvement:

Evers Park has many strong connections with mentors and other partners however they are lacking with the parent volunteer base. Our campus is in need of a Parent, Teacher Organization that will serve as a platforms for our parents.

Vertical planning/teaming opportunities throughout the year (staff meetings?)

Support staff included in PLC more often

Teacher accountability - what is decided in PLC really is taught/assessed

Time with grade levels and sped team to talk about spiraling TEKS

All staff training on sped issues: what makes a good referral? Why do students qualify? Why don't students qualify? What is the FIE like and what do the scores mean?

What do we do with our "hot data"? A more quick turnaround is needed with assessing and discussion about the results and next steps.

School Content and Organization:

Technology:

Evers Park will add 20 Chrome Books to our campus inventory for the 2015-2016 school year. Our school will need to offer more trainings that will give ideas on how to use these Chrome Books.

Air servers and wireless adaptors have been purchased for ten teachers to use with their iPads. We need to see how these are utilized so that we can decide if we want to purchase additional licenses.

Evers Park will begin to air live announcements using the Cube.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Lisa Hardy
2) Classroom Teacher	Angela Hager
3) Classroom Teacher	Gayla Bridges
4) Classroom Teacher	Sunny Emery
5) Classroom Teacher	Luke White
6) Classroom Teacher	Whitney Warren
7) Campus-based Nonteaching Professional	Hailey Caraway
8) Campus-based Paraprofessional and Operations Staff	Laura Muniz
9) District-level Professional	Darby Ahlfinger
10) Parent	Amber Jackson
11) Parent	Gwendolyn Moore
12) Community Member	Nancy Knox
13) Community Member	Bryce Olson
14) Business Representative	Kayla Stewart
15) Business Representative	Jose Bautista

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	9/28/15	3:30 pm	Evers Park Elementary Library
2	10/27/15	3:30 pm	Evers Park Elementary Library
3	12/2/15	3:30 pm	Evers Park Elementary Library
4	2/10/16	3:30 pm	Evers Park Elementary Library
5	3/9/16	3:30 pm	Evers Park Elementary Library
6	5/17/16	3:30 pm	Evers Park Elementary Library

2015-2016
Campus Improvement Plan
for
Ginnings 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.

Ginnings Elementary School's Mission Statement

Vision: A campus of educational greatness.

Mission: To inspire and educate each child to reach their maximum potential.

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
Ginnings Elementary School

Progress Report Date:

WIG 1

Improve Tier I instruction in order that 75% or more of students show grade level proficiency by achieving Satisfactory on STAAR testing (3rd-5th); and 85% or more of students are On-Level by the end of the year for KR and ELI/SELI assessments (Kinder-2nd).

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Maximize Tier I instruction by implementing a master schedule that allows for all students to receive Tier I intervention during the school day.	Principal, AP, interventionists	X	2	Master Schedule	Intervention in the classroom during small group insruction	
		X	10			
Power PLCs for long range planning including classroom teachers, special education teachers, Bil/ESL coach/interventionist, coaches, and interventionists. Focusing on the 4 questions for each content area: What do we want students to know and be able to do? Identify priority standards and build a shared knowledge of each, including essential outcomes How will we know when they have learned it? Develop common formative assessments including how "proficient" will be determined. What will we do when they haven't learned it? Develop interventions including progress monitoring strategies What will we do when they already know it? Determine advanced instruction/extensions. **X Addresses missed system safeguard**	Classroom teachers, Admin. Coaches, interventionists. SCE $60,000	X X	8 9	PLC agendas and team notes	Alignment of instruction among grade level teachers with shared formative assessments.	
Bi-Weekly grade level PLCs with to discuss student achievement/performance toward mastery of standards, teaching strategies, interventions and extensions **X Addresses missed system safeguard**	Classroom teachers, coaches, interventionists.	X X	8 9	PLC agendas and team notes	Student groupings based on performance and needs.	
Targeted student intervention monitored through RtI based on common, formative, and summative assessments including but not limited to: iStation, KR, ELI, SELI, DRA, EDL, ClassWorks, and TTM **X Addresses missed system safeguard**	Classroom teachers, Interventionists, Reading Recovery, DLL, tutors. SCE $120,000 FTE 2 TI $12,000	X	9	Student interventions, individual goals, and Progress monitoring notes	Decreased number of students in the at-risk or T2 or T3 level after MOY and EOY assessments.	

Employ full time Literacy and Math coaches to support teachers through planning, modeling lessons in the classroom, and coaching. **X Addresses missed system safeguard**	Administration TI $60,000 FTE 1 TI $30,000 FTE 0.5	X 3 X 4	Employment filled for both positions.	Improved planning practices focused on TEKS and implementation of campus initiatives.	
Ongoing professional development regarding learning targets and using examples of strong and weak work. **X Addresses missed system safeguard**	Administration, All teachers TI $4000	X 4	Agendas from professional development sessions	Visible learning targets with student understanding of what they are learning and how they will know when they have done good work.	
Monthly vertical team meetings for each content area focused on vertical alignment of key TEKS and concepts. **X Addresses missed system safeguard**	Administation		vertical team agendas	vertical understanding and alignment of TEKS reducing gaps in learning.	
Quarterly data meetings led by administration analyze multiple sources of data, including reports that dis-aggregate by sub populations in order to plan accordingly for interventions. **X Addresses missed system safeguard**	Administrators, coaches, interventionists, and teachers.	X 8 X 9	Data meeting agendas	Adjusted student groupings and/or focus areas for intervention based on individual and group needs.	
Actively recruit qualified and certified bilingual teachers through multiple sources, including job fairs and a variety of university partnerships.	Administration	X 5 X 10	attendance at recruiting events and visibility of university programs on campus	all bilingual positions will be filled with qualified and certified teachers.	

WIG 2

Improve the school culture and climate in a way that decreases the number of office referrals to less than 85 total for the 15-16 school year.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teaching with Poverty in Mind professional development for teachers **X Addresses missed system safeguard**	Admin., district personnel	X	1	sign-in sheet, agenda	Less student behavior that lead to office referrals, walkthroughs	
Six-weeks assemblies (Jaguar Jamboree) to practice assembly behavior and celebrate positive student behaviors such as: Attendance Behavior and cleanliness in the cafeteria Behavior and participation in Specials	Admin., Friday Live commitee			Assembly on the last Friday of the six-weeks	Increased attendance and decreased behavior referrals initiating in the cafeteria or specials	
Positive communication home for every student a minimum of two times per semester	Teachers.	X	6	Documentation in AWARE	Better student and family relationships leading to decreased discipline referrals at school	
Ensure two or more family nights per semester where students can highlight learning with parents and family members including: Meet the teacher, Curriculum Night, Family Fun Science Night, Fall Carnival, Literacy and Math Night, Open House, and Kindergarten Roundup.	All staff TI $3500	X X	6 7	Attendance at evening family events.	Better staff/family relationships leading to decreased discipline at school	
Jaguar Cash incentive between teachers indicating kind or helpful acts.		X	5	Distribution of Jaguar Cash (between staff members) .	Jaguar cash turned in to administrator for rewards.	
Relation Celebration at faculty meetings to highlight effective interactions between teachers and students in order to build repertoire in interacting positively with students. **X Addresses missed system safeguard**	Administration, counselor, coaches.	X	4	Staff sign-in sheet, agenda	Better staff/student relationships leading to decreased discipline problems leading to office referrals and increased participation and engagement in class	

Implementation of DISD character education and relationship building programs such as R-Time, Steps to Respect, and Kelso's Wheel for character Ed and problem solving.	counselor, teachers	<u>X</u> 2	counselor schedule, R-Time materials	students displaying courteous and respectful behaviors leading to less office referrals	

Ginnings Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Ginnings Elementary School conducted a comprehensive needs assessment for the 2015-2016 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.

Comprehensive Needs Assessment

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, Droupout, 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.

State Assessment data (3rd -5th)	ELI/SELI
Kathy Richardson Math assessments	DRA/EDL
SSI data	TELPAS

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	Needs
4th grade Writing	Reading- 3rd-5th
4th Spanish Writing improvements	Math- 3rd-5th
1st Grade ELI and SELI- End-of-year	2nd ELI
1st grade KR- End-of-year	Kindergarten KR
5th Spanish Reading	Special education students not successful on grade level assessments
3rd Grade Math	Economically Disadvantages students passing state exams at a lower rate than all students (6-7% lower)
	ELLs passing exams at lower rate than all students (3-10% less)

Summary of Needs

There is a strong need to support student success in literacy, both Reading and Writing, vertically from Kindergarten through 5th grade. Math teachers need support in implementing the new Math TEKS to the depth and rigor necessary

Economically disadvantaged students, Special Education students, and ELLs should be targeted for intervention to support any learning gaps.

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.

Entry/Withdrawal Report	At-Risk coding reports
Expo Student List	PIEMS reports
504 Student List	Staff Attendance Report
Attendance reports	
Special Ed LIst	

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	Needs
Help meet the physical needs of our students through backpack club	Opportunities for real life experience. (hands-on)
Extended breakfast to students who arrive late	Academic intervention
Expose books to students through Literacy night, book fair and Math night	Parent involvement with in school activities
	Bilingual counselor
	Parenting programs - (ex: Love and Logic and programs to help parents with homework)
	Room for parents where they can use computers and work room.

Summary of Needs

Introducing character education with R-Time program

Continue helping parents with homework or strategies used in the classroom through parent nights

Flipped Classroom techniques and/or social media to help students and parents.

Resources available for parent check out

Intervention time during the school day for all students

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Staff survey

student 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	**Needs**
Staff respect for teams and other staff members	Character Education Program
Staff feels our campus has a good support network	More opportunities for staff to have a voice in school decision making.
Majority of staff enjoys their job	Commitment and understanding of school mission and vision
Administration listens to and acts on concerns	Campus wide understanding of our changing demographics
Overall positive attitude	Increased parental support
Peers feel recognized by staff for hard work	Community involvement
Students feel comfortable with their teachers	Consistent discipline program
Students feel safe at school	Consistent classroom management, daily routines, procedures, and setting expectations

Summary of Needs

Purchasing a school wide Character Education Program that provides empathy and conflict resolution steps to our students.

Additional training on teaching and working with students in lower socio-economic demographics

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 attendance reports	AESOP online staff absence report
Staff survey	
Turnover documentation	
Staff enrollment report	
Staff training and professional development data	

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	**Needs**
Math Curriculum update	Language Arts Professional Development
Math Workshop	Mentor Teachers
PLC Consistency	More teachers complete SIOP training
Implementation of math training	Consistency in some areas in regard to absences
Peer observation: Campus and District	
Coaching	
Learning Walks	
Super PLC	
SIOP Training	
Average teaching experience is 12 years	

Summary of Needs

Language Arts professional development

Teacher mentors for new staff members

Continued learning walks

Coaching

PLC updates

Consistency in some areas in regard to absences

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.

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

Needs

Summary of Needs

Comprehensive Needs Assessment

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.

Sign in sheets for various events (Open house, Math/Literacy Night, Camp Jolt, Ryan High Mentors, Rocking readers)

Volunteer 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	**Needs**
Various forms of opportunity for community involvement	Parents participating in PTA evening meetings
Community is comfortable to come to school	Lack of connection to resources for parents.
Open collaboration with various community organizations/business/universities.	More student performances, tie it into parent information (love & logic, PTA meetings)
	Events to promote PTA.

Summary of Needs

Parent representation in our PTA

Parents become involved and becoming volunteers in our school

Various parent materials that can help aid them in personal and educational growth

School performances for parents that would tie in educational aspects to provide parents with various information about our campus.

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.

AWARE documentation

Master schedule

Support Services Schedule

Grade Level Structures (self-contained, team, departmentalized)

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	Needs
Planning small groups/interventions	Professional development on Tier 1 to decrease SPED referrals.
Differentiated student assessments	Campus wide intervention or grade level intervention time to address students at risk
Teacher/Student relationships	K-2 interventionist (math/reading)
	Vertical input when creating common assessments/benchmarks
	Campus beautification event (teacher/volunteer/student/community)

Summary of Needs

Support students and faculty with RTI training

Tier 1 instructional Professional Development to help foster student achievements and close gaps

Campus wide intervention or grade level intervention times

Vertical input when creating benchmarks and common assessments will enable lower grades to help see and implement their own rigor within all grade levels

Having a "Keep Ginnings Beautiful" day fosters a sense of community and pride amongst Staff/students/community.

Comprehensive Needs Assessment

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.

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

Needs

70% of teachers using technology primarily in the areas of language arts and math	Lack of technology prevents daily usage
Technology used 3-4 times a week for research, word processing, product development, assessment, skill practice	Rigorous apps and programs that align with grade level TEKS
Strong presence of the Campus Technician provided high support for teachers to have working equipment.	

Summary of Needs

Continuation of this placement of campus technician.

Utilize our Curriculum Technology Specialist to provide training on APPs and real world products that provide rigor and meet grade level TEKS.

Provide Chromebooks to create a classroom set to be used by all students and teachers.

Comprehensive Needs Assessment Summary of Priority Needs
Ginnings Elementary School

Demographics:

Introducing character education with R-Time program

Continue helping parents with homework or strategies used in the classroom through parent nights

Flipped Classroom techniques and/or social media to help students and parents.

Resources available for parent check out

Intervention time during the school day for all students

Student Achievement:

There is a strong need to support student success in literacy, both Reading and Writing, vertically from Kindergarten through 5th grade. Math teachers need support in implementing the new Math TEKS to the depth and rigor necessary

Economically disadvantaged students, Special Education students, and ELLs should be targeted for intervention to support any learning gaps.

School Culture and Climate:

Purchasing a school wide Character Education Program that provides empathy and conflict resolution steps to our students.

Additional training on teaching and working with students in lower socio-economic demographics

Teacher Quality:

Language Arts professional development

Teacher mentors for new staff members

Continued learning walks

Coaching

PLC updates

Consistency in some areas in regard to absences

Curriculum, Instruction and Assessment:

Family and Community Involvement:

Parent representation in our PTA

Parents become involved and becoming volunteers in our school

Various parent materials that can help aid them in personal and educational growth

School performances for parents that would tie in educational aspects to provide parents with various information about our campus.

School Content and Organization:

Support students and faculty with RTI training

Tier 1 instructional Professional Development to help foster student achievements and close gaps

Campus wide intervention or grade level intervention times

Vertical input when creating benchmarks and common assessments will enable lower grades to help see and implement their own rigor within all grade levels

Having a "Keep Ginnings Beautiful" day fosters a sense of community and pride amongst Staff/students/community.

Technology:

Continuation of this placement of campus technician.

Utilize our Curriculum Technology Specialist to provide training on APPs and real world products that provide rigor and meet grade level TEKS.

Provide Chromebooks to create a classroom set to be used by all students and teachers.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Carla Rogers
2) Classroom Teacher	Nina Cuetlach, Paige Richter
3) Classroom Teacher	Jenna Chamberlain
4) Classroom Teacher	Rachel Orfield
5) Classroom Teacher	Bailey Talbot
6) Classroom Teacher	Amber Morris, Carol Doughty
7) Campus-based Nonteaching Professional	Stacey Pettigrew
8) Campus-based Paraprofessional and Operations Staff	Jennifer Fuller
9) District-level Professional	TBD
10) Parent	TBD
11) Parent	
12) Community Member	TBD
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	9-21-15	3:15 -4:15	Ginnings Library
2	10-19-15	3:15 - 4:15	Ginnings Library
3	11-16-15	3:15 - 4:15	Ginnings Library
4	1-11-16	3:15 - 4:15	Ginnings Library
5	2-22-16	3:15 - 4:15	Ginnings Library
6	4-18-16	3:15 - 4:15	Ginnings Library
7	5-16-16	3:15 - 4:15	Ginnings Library

2015-2016
Campus Improvement Plan
for
Hawk 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.

Hawk Elementary School's Mission Statement

It is the mission of Hawk Elementary is to create successful learners.

We believe to accomplish our mission as a staff we will become a school that:

Works collaboratively as teams to ensure student success.
Is willing to constantly engage in professional conversations.
Discusses our curriculum in vertical teams.
Demonstrates a personal commitment to the emotional, social, and academic success of our children.
Models acceptances for all.
Celebrates the successes of our students and teachers.
Is willing to reflect and adapt our instructional practices based on our continued learning.
Is an innovative school that uses technology to prepare our children for the world in which they live.
Has fun!

In order to achieve our vision we have made the following commitments:

We will publicly support our children, staff, and school.
We will provide a school environment that promotes learning, social responsibility, and critical thinking.
We will model, mentor, teach, and support one another in our professional development.
We will maintain a positive attitude.
We will engage in professional, open, and honest communication that is built on a foundation of trust.
We will implement our pyramid of intervention that will promote student success.
We will constantly seek to grow and develop as professionals.
We will evaluate each assessment for mastery with a rubric agreed upon by the grade level team that corresponds with the grade level standards based RC.
We will model risk taking to promote a growth mindset.

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
Hawk Elementary School

Progress Report Date:

WIG 1

In an effort to deepen student understanding of the learning targets, by May, 2016 all UBD transfer tasks will be aligned with report card assessments and evaluated for mastery collaboratively with content area vertical teams.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Commit educational leave days for teams writing assessments throughout the school year. **Addresses missed system safeguard** SCE $30,000 FTE 0.5	K-2 Teachers, Administrators. Reading Recovery Teacher		Learning Walk tool, PLC, Agenda minutes	Transfer tasks from UbD units, Level II/Phase 2 STAAR scores, ELI, common assessments per content area	
Vertical content teams will be organized to meet monthly and divided by K-2 and 3-5, as well as, Science, Reading, Writing, & Math **Addresses missed system safeguard** SCE $60,000 FTE 1.0	Grade level teachers, Math Interventionist, Reading Interventionist, campus administrators		Vertical Content agendas & learning targets, school calendar, staff development, Learning walks	Alignment of learning targets, UbD transfer tasks & content assessments, student learning folders, lesson plans	
Align student learning folders **Addresses missed system safeguard**	Grade level teachers, Campus Administrators, Math Interventionist, Reading Interventionist		Vertical Content agendas & learning targets,strong/weak samples of student work, staff development, Learning walks	Learning folders, Student work, strong/weak samples	
K-3 teachers in conjunction with the District Curriculum department rewrote assessments to unify transfer tasks and report card assessments. **Addresses missed system safeguard**	District curriculum department chairs, K-3 classroom teachers, campus administrators.		Learning folders, transfer tasks, RC inserts, school calendar of meetings	Learning folders, transfer tasks, RC inserts, staff development days	
Designated facilitator for Vertical& Grade level meetings to facilitate the products and conversations, and hold all members accountable. **Addresses missed system safeguard**	Assessment Leadership team, campus administrators, Math Interventionist, Reading Interventionist		Agenda, Leadership meeting minutes, products, facilitator feedback, proposed learning targets for next meeting	Co-created learning target for upcoming meeting, meeting notes, facilitator feedback.	

Teachers will continue to collect and use samples of strong and weak student work to be saved in the grade level PLC folder and used to guide learning outcomes.	All classroom teachers		Posted samples of strong/weak work during learning walks, scanned samples into grade level PLC folders, students samples brought to vertical team meetings.	Improved student work samples posted with scoreboard from sample student. Improved STAAR passing rates.	
Teachers will provide effective feedback on student work in order to guide students from where they are in their learning to the intended learning target.	All classroom teachers, Math Interventionist, Reading Interventionist		Student work samples with feedback shared at staff meetings, PLC meetings and vertical team meetings.	Student progress towards learning target as evidenced in Learning Folder. Improved STAAR Level II/ Phase 2	
All teachers will post student friendly learning targets for each instructional period.	All classroom teachers		Posted learning targets during learning walks, students knowledge of target and next steps	Student growth in essential learning as indicated on SBRC, improved STAAR Level II/Phase 2.	
Students will be expected to set learning goals in math problem solving and reading/reading comprehension and tracking their progress.	Classroom teachers		Student learning folders, conversations with students about their goals/progress, teacher samples shared during staff meetings.	Student growth in essential learning as indicated on SBRC, improved STAAR Level II/Phase 2.	
Campus administrators and peers will use the co-created tool to offer feedback and document professional growth.	Campus Administrators, classroom teachers, specialists		Learning walk data summarized in staff members professional learning folder, PLC meeting agenda/minutes to discuss instructional trends.	Student growth in essential learning as indicated on SBRC, improved STAAR passing rates, improved instructional practices resulting in increased PDAS domain scores.	
At weekly PLC meetings teachers will bring work sample from all students (math, reading, writing, science) to monitor growth and plan intervention.	Classroom Teachers (PLC Teams)		PLC team meeting agenda/minutes, samples of strong/weak work	Student growth in essential learning as indicated on SBRC, improved STAAR passing rates, student growth as demonstrated on common assessments.	

All K-2 teachers will provide guided reading to all students with urgency to exit all children on/above level by June 2016. All 3-5 teachers will provide daily leveled text guided reading for all at-risk students.	Classroom teachers, campus administrators, Reading interventionist, Dyslexia therapists		Participation in weekly PLC meetings, agendas, minutes, student work samples, student reading level, Lit library teacher check out lists	Student growth in essential learning as indicated on SBRC, improved STAAR passing rates.
Student of Concern meetings will be held 1 time per six weeks during PLC meetings to review needs of children that may require a RTI, PDSA, or behavioral RTI	Classroom teachers, Inclusion teachers, math interventionist, reading interventionist, dyslexia therapist, campus administratin, counselor		Minutes from SOC meeting each six weeks. RTI log for students receivign more intervention.	Students targeted needs being addressed and growth in achievement.
Students and staff will be trained in prevention of bullying and expected intervention through the Hawk "Bully Buster" program.	School Counselor		Staff meeting presentations, guidance lesson presentations, friendship groups and lunch bunches.	Minimal number of bully buster reports and/or reports from parents regarding bullying behaviors.
Students and staff will be trained in prevention of violence through the "Three R's" curriculum written and implemented by the Hawk counselor.	School Counselor		Weekly guidance lessons presented on 3R's curriculum.	Increase in "STAR" student recognitions and decrease in office referrals.
Students will receive lessons throughout the year on the importance of physical activity, nutrition choices and overall healthy lifestyle choices. Students will also be involved in producing video based lessons for peers.	School Nurse, PE Teachers		Lessons provided to students by both the PE teachers and school nurse related to overall healthy lifestyle choices.	Improved student attendance rates.
Parents will be involved in the school through volunteer opportunities, mentoring, and involvement in the Hawk PTA.	Campus Administrators		Hawk administration will participate in a monthly PTA board/volunteer meeting to coordinate all parent involvement efforts efficiently.	Increase in volunteer hours.
Intentional interventions beginning by October 1st in all grade levels, including, but not limited to, basic numeracy, fact fluency, reading, reading comprehension and problem solving. Daily intervention provided by math and reading interventionist for all 3-5 at=risk students.	Classroom Teachers, Math and Reading Interventionists, Inclusion Specialists		Tutorials lesson plans, learning walks during tutorials	Evidence of achievement in forms of formative and summative assessments, STAAR passing rates, Interventionist data.

All classroom teachers will implement workshop model instruction in all content areas in order to meet the diverse needs of all students.	Classroom teachers		Learning walk data, PLC meeting minutes	Reduction of students requiring tier 2 or tier 3 interventions.	
Campus administration will continue to work with PTA to enhance technology resources in inventory.	Campus Administration		Purchase of chrome books for 3-5 and iTunes gift cards for apps	Seemless application of technology in student work.	
All grade levels will host "curriculum nights" as appropriate throughout the school year to train parents on how concepts that may be new/different will be taught with the goal of increasing home support, as well as learning folders, and RC inserts	Classroom Teachers, Math Specialist, Reading Specialist		Agendas for curriculum nights, Curriculum Night Dates provided to campus administration	Parent support for instructional practices that seem new/different.	

Hawk Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Hawk Elementary School conducted a comprehensive needs assessment for the 2015-2016 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, Droupout, 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.

STAAR	ELI
Kathy Richardson	AEIS
PLC Meeting Minutes	Staff Survey (Team)
SRI	Classworks
IRA/DRA	Report Card Assessments

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	Needs
	More ideas and support to push average and above average performing students.
Sharing students to support intervention needs.	A more informative tool for primary grades to determine math proficiency.
The impact of the interventionists.	An annual math pre-test to determine student current level of understanding.
The proper use of IRI/DRA to determine an instructional path for each child.	An end of year fourth grade science test to be given over standards covered thus far.
Use of variety of formative and summative assessments to determine mastery of specific standards.	Consistency in evaluating exemplars for problem solving proficiency.

Summary of Needs

More ideas and support to push average and above average performing students.

A more informative told for primary grades to determine math proficiency.

An annual math pre-test to determine student current level of understanding of previously taught standards.

An end of year fourth grade science test to be given over standards covered thus far.

Consistency in evaluating exemplars for problem solving proficiency.

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.

Data Dashboard
_____   _____

AEIS Report from 2013-14
_____   _____

Actual Student Enrollment List
_____   _____

Attendance Records
_____   _____

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

Demographics of enrolled students remains consistent in areas of ethnicity.

Enrollment has increased by 65 students since 2013-14

Attendance rate maintains at 97% since 2013-14

Needs

Economically disadvantaged population percentage increased by 2% in 2014-15.

SPED and At-Risk percentage is disproportionate with Hispanic enrollment.

Summary of Needs

Plan strategically to address needs of increasing economically disadvantaged population. (Nursing, before/after school supervision, office staff)

Target early intervention for Hispanic students to prevent "at-risk" labeling.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Staff/Student surveys

Learning Walk data

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

Students feel Hawk is a safe place.

Students feel successful academically at Hawk.

Students feel their teachers and parents believe they will be successful.

Teachers have high expectations for all students.

Teachers feel there are clear expectations for staff and students at Hawk.

Teachers feel Hawk provides an atmosphere where every student can be successful.

Needs

Students that break the rules need to be treated equally.

Students need to take time to help each other with things they are struggling with.

Teachers need resources to help find ways to motivate some students.

Teachers need opportunities to form a closer working relationship with each other.

Summary of Needs

More consistency with discipline of students.

Find ways to provide opportunities for peers to learn from one another.

Find more ways to motivate students.

Teachers need opportunities to form closer working relationships with one another.

Comprehensive Needs Assessment

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.

Appli Track	Teacher/Para Certification Records kept by school secretary
PDAS	AWARE, Learning Walk Data
Staff List, comparing 2013.14 to 2014.15	Staff Development portfolios within AWARE
PLC Agendas	SOC Rosters
Campus procedures for mentoring	

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	**Needs**
Low staff mobility.	Support teacher's unique needs for continued growth.
All staff members are HQ.	Recapture sense of "connectedness" (belonging) to one another.
Staff input to improve mentoring program has supported new mentor plan.	
Staff attends staff development frequently to improve skills.	

Summary of Needs

Support teacher's unique needs for continued growth.

Recapture sense of "connectedness" (belonging) to one another.

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.

Scope and Sequence provided by district	Differentiated Instruction Stragtegies
Pacing Guides provided by district	Critical Thinking/Problem Solving Skills Taught across Content Areas
Vertical Team Procecss and Alignment	Common Report Card Assessments
UBD Units provided by District for Grade Levels and Content Areas	ELI for K-2
Campus wide survey	

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	Needs
Data, collected by grade levels, is used in determining scope, sequence, and pacing of instruction, reteaching, and tutorials	UBD Transfer Task to be aligned with Report Card Standards
Workshop model is used across grade levels to ensure differentiated instruction	Input, to district committes, from staff regarding curriculum and assessments
Data is used to assess when a student is ready to assess, or if reteaching is needed	Continued assessment/revision of expectations based on assessment standards and UBD transfer tasks.

Summary of Needs

UBD transfer tasks need to be aligned with District Report Card Assessments so that deeper understanding of learning can occur through real life experiences, in all content areas.

Staff needs to provide input (concerns, suggestions, ideas) to district committees to ensure assessments and UBDs are aligned and allow for teaching through real life experiences to gain a deeper understanding of the content.

Staff need to continue to work in PLC's to align assessment expectations for each team/grade level.

Comprehensive Needs Assessment

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.

Parent Survey

PTA Board Members

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	**Needs**
	Parents would like more information about how to support their student at home.
Parents feel informed about how to be involved.	
Parents do not need more information about how PTA spends fundraising revenue.	Parents would like more information about what resources are available to them.
	Parents would like the opportunity to better understand the grading scale, specifically what "meets standard" communicates.
Parents believe they have many opportunities to be involved.	

Summary of Needs

Parents would like more information about how to support their student at home.

Parents would like more information about what resources are available to them.

Parents would like the opportunity to better understand the grading scale, specifically what "meets standard" communicates.

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.

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	**Needs**
	When students struggle some content areas lose instructional time.
Consistent intervention time.	
	Lack of total control over summative assessments (report card assessments).
PLC Converstions.	
Hawk is heavily represented on district curriculum writing teams giving us a voice into report cards assessments.	
All preassessments and formative assessments are developed by the teams.	
We are a student and data driven campus.	
We have strong commitments to students.	

Summary of Needs

Sometimes a content area will lose instructional time due to students needing more instruction in a content considered more critical.

Lack of total control over summative assessments (report card assessments).

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.
Staff created survey using Survey Monkey

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	Needs
TIA	Higher student to device ratio
Tech Tuesdays after school sessions	Newer technology (computers are slow causing lost time for lessons)
School media specialist as a resource	Improved WiFi speed, accessibility
Use technology for formative assessments.	
Use of Edmodo, Classworks, iStation, TTM	
Classroom iPads are more accessible.	
Routine use of document cameras and projectors recently installed.	

Summary of Needs

Higher student to (working) device ratio.

Increased reliability of technology tools so that technology can be incorporated consistently into lessons without constant need for "Plan B".

Comprehensive Needs Assessment Summary of Priority Needs
Hawk Elementary School

Demographics:

Plan strategically to address needs of increasing economically disadvantaged population. (Nursing, before/after school supervision, office staff)

Target early intervention for Hispanic students to prevent "at-risk" labeling.

Student Achievement:

More ideas and support to push average and above average performing students.

A more informative told for primary grades to determine math proficiency.

An annual math pre-test to determine student current level of understanding of previously taught standards.

An end of year fourth grade science test to be given over standards covered thus far.

Consistency in evaluating exemplars for problem solving proficiency.

School Culture and Climate:

More consistency with discipline of students.

Find ways to provide opportunities for peers to learn from one another.

Find more ways to motivate students.

Teachers need opportunities to form closer working relationships with one another.

Teacher Quality:

Support teacher's unique needs for continued growth.

Recapture sense of "connectedness" (belonging) to one another.

Curriculum, Instruction and Assessment:

UBD transfer tasks need to be aligned with District Report Card Assessments so that deeper understanding of learning can occur through real life experiences, in all content areas.

Staff needs to provide input (concerns, suggestions, ideas) to district committees to ensure assessments and UBDs are aligned and allow for teaching through real life experiences to gain a deeper understanding of the content.

Staff need to continue to work in PLC's to align assessment expectations for each team/grade level.

School Content and Organization:

Sometimes a content area will lose instructional time due to students needing more instruction in a content considered more critical.

Lack of total control over summative assessments (report card assessments).

Family and Community Involvement:

Parents would like more information about how to support their student at home.

Parents would like more information about what resources are available to them.

Parents would like the opportunity to better understand the grading scale, specifically what "meets standard" communicates.

Technology:

Higher student to (working) device ratio.

Increased reliability of technology tools so that technology can be incorporated consistently into lessons without constant need for "Plan B".

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Crystal Jamison
2) Classroom Teacher	Ginny Lent
3) Classroom Teacher	Amanda Belcher
4) Classroom Teacher	Jessica Gloria
5) Classroom Teacher	Kim Alexander
6) Classroom Teacher	Lacey Wells
7) Campus-based Nonteaching Professional	Beth Avery
8) Campus-based Paraprofessional and Operations Staff	Diane Hogan
9) District-level Professional	Karen Spalding
10) Parent	Carolyn Turner
11) Parent	Bianca Hunter
12) Community Member	
13) Community Member	Skip Beard
14) Business Representative	Giuseppe Brownell
15) Business Representative	

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	9/8/2015	3:05	Library
2	11/3/2015	3:05	Library
3	2/2/2016	3:05	Library
4	3/1/2016	3:05	Library
5	4/5/1016	3:05	Library
6	5/3/2016	3:05	Library

Progress Report Date:

WIG 1

Improve Tier 1 instruction and interventions so that all performance gaps are less than 5% between different populations in all content areas.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Reading Interventionists will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap. **X Addresses missed system safeguard**	Reading Interventionists (Sarah Cruz & Colleen Moore) as monitored by administration. TI $30,000 FTE 1.0 SCE $90,000 FTE 1.0	X X X X X X X X X	1 2 3 4 5 6 8 9 10	Common Asessments Aware PLC + Agenda RTI Agenda Lesson Plans WIN plans School & Literacy Libraries	STAAR results DRA: BOY/MOY/EOY	
Math interventionist will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap. **X Addresses missed system safeguard**	Math Coach/ Interventionist (Pam Hurst) as monitored by administration. TI $30000 FTE .5 SCE $30000 FTE 5	X X X X X X X X	1 2 3 4 5 6 8 9 10	Common Assessments Problem Solvers per six weeks PLC + Agenda RTI Agenda Math Closet WIN Plans	STAAR results Problem Solving Initiative Data (common assessments) KR Data	

Campus Intervention Specialists will provide support for students and teachers as appropriate based on collected data to increase student progress, close the achievement gap, and support the dual language program. **X Addresses missed system safeguard**	Campus Interventionists (Zulma Mojica) as monitored by administration. SCE $60000 FTE 1.0	X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X 9 X 10	Common Assessments PLC + Agenda RTI Agenda Dual Language Agenda	STAAR results SELI results TELPAS LPAC EOY Documentation	
Campus paraprofessional will provide support for students and teachers as appropriate based on collected data to increase student progress, close the achievement gap, and support the dual language program. **X Addresses missed system safeguard**	Paraprofessional (JoAnn Parkerson & Iris Morales) as monitored by administration. TI $20,000 FTE 1.0 TI $20,000 FTE 1.0	X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X 9 X 10	Common Assessments PLC + Agenda RTI referrals WIN	STAAR results BOY/MOY/EOY results	
Purchase effective research-based materials and technology in Math, Science and Literacy to target specific standards in which students struggle. **X Addresses missed system safeguard**	Principal and academic coaching team TI $35,000	X 1 X 2 X 3 X 8 X 9 X 10	Common Assessments RTI Agendas WIN plans Small Group Intervention Lesson Plans All in Learning Data Walk-through data assessment data	STAAR results Skills Based Report DRA assessments; BOY, MOY & EOY	

On-going staff development, assessment and plan time provided for teachers to increase student engagement and instructional rigor. **X Addresses missed system safeguard**	Administration TI $17000	<u>X</u> 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 7 <u>X</u> 8 <u>X</u> 9 <u>X</u> 10	Campus Staff Development Plan Local Conferences EdLeave Number Talks Lead 4Ward	Student Assessments Formative and Summative results Teacher Surveys	
Improve student, staff, and community pride in the building by creating a visually appealing environment that is clean, uniform using tools such as magnetic bulletin boards and hanging student work prominently in the hallways.	Administration TI $15000	<u>X</u> 1 <u>X</u> 2 <u>X</u> 5 <u>X</u> 6 <u>X</u> 10	Building walk-throughs Purchase Orders	Surveys from parents and staff	
Introduce a book of the month read aloud to all classrooms for teachers to model high-level thinking strategies while also encouraging a common thematic message each month.	TI $10,000				

WIG 2

Maximize instructional time by Increasing student attendance rates from 97% to 97.5%

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Host a perfect-attendance assembly every 6-weeks to motivate students to attend school daily. **X Addresses missed system safeguard**	Administration TI $500	X X X X X	1 2 6 7 10	Calendars Awards given to students	Increase in attendance rates. Increase in number of students participating in assemblies	
E-mail parents after 2 missed days. Call parents of students who have missed 3 consecutive days of school. **X Addresses missed system safeguard**	Teachers, Office Staff	X X X X X	1 2 6 7 10	Attendance reports phone logs	Decrease in the number of students who are absent for consecutive days.	
Begin the Student Health Advisory Committee to promote health awareness at Hodge.	School Nurse; administration	X X X X X	1 2 6 7 10	calendars; meeting rosters; agendas	decrease in the number of students sent home to due live lice; decrease in the number of students who miss school for health-related concerns.	
Hire staff to communicate effectively with the dominant language groups represented at Hodge. **X Addresses missed system safeguard**	Administration	X X X X X	1 2 6 7 10	School Staff roster	Number of bilingual families participating in school events. Participation in additional parent training events.	

Provide our students and their families with outreach resource support to increase student achievement and connectivity to the school. **X Addresses missed system safeguard**	Administration; counselor; parent liaison; CIS Coordinator TI $1000	X 1 X 2 X 6 X 7 X 10	Food For Kids CIS program Play Therapy Counseling Community Resources University Interns Ready Rosie	Surveys RTI Feedback Bully Prevention Data	
Ensure extra-curricular activities and groups that serve to support our vision of a collaborative learning community that nurtures the achievement of ALL.	All Hodge Stakeholders TI $200	X 1 X 2 X 6 X 7 X 10	Student Council Student Recycing Team CIS after school program	Increased Student Achievement Increased Student Progress Closing the Achievement GAP Campus Data	
Hold parent meetings for parents to learn how to better connect to Hodge communication efforts--technology literacy, how to help your child, etc. **X Addresses missed system safeguard**	Parent Liaison, teachers, administration TI $1000	X 1 X 2 X 6 X 7 X 10	Meeting agendas; sign-in sheets	More parents accessing electronic communication; more parents able to successfully register students independently during registration.	

WIG 3

Increase "level III advanced" rates of STAAR from 7% in Science to 15% ; from 13% in Reading to 20% in Reading; from 2% in Writing to 10%, and from 12.2% in Math to 20%.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide extension activities for all students who have already demonstrated mastery of skills.	Teachers; coaches		lesson plans; PLC minutes/agendas; Classworks usage	STAAR Advanced Rates; EXPO referrals; standards-based grades (number of students receiving 3s and 4s)	
Provide students with extra-curricular activities to apply their learning.	Teachers; Administration TI $100		student council roster; Green Team roster; other clubs	ELI/SELI EOY results, STARR results.	
All students will use data from district and grade level common assessments to update and revise their personal reading goals	Literacy coaches and classroom teachers.		Reading and Writing goals reviewed and revised per six weeks.	EOY of ELI/SELI STARR results	
Running records mini-sessions, Going Deeper, to help teachers assess and use results to drive instruction.	RR/DLL teachers, classroom teachers, and literacy coaches.	X 3 X 4 X 5 X 9 X 10	Classroom observations, Assessment Wall meetings.	ELI/SELI EOY results, running records, teacher binders.	
EXPO teacher will be involved in WIN time to provide enrichment instruction for students who have demonstrated proficiency of standards.	EXPO Teacher	X 1 X 2 X 10	Schedules	Level III Advanced rates on STAAR.	
	Coaches and Administrators				

Hodge Elementary 2015-16 Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Hodge Elementary 2015-16 conducted a comprehensive needs assessment for the 2015-2016 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, Droupout, 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.

Standardized Assessment Results: STAAR, SELI, ELI, TELPAS,

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

Minimal gaps between all students and low SES students in Math, Reading, and Science	

Needs

Significant gaps between males/females in Reading and Writing--girls outperforming boys (by 30% in some areas)
Significant gaps between all students and los SES students in Writing
Boys are outperforming girls in Science by 10%

Summary of Needs

Writing for low-SES students.

Gender gaps in Reading and Science.

Comprehensive Needs Assessment

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.

Attendance records	Ethnicity/Race Reports
Staff Roster	Special Education Programming
Staff Survey	Standardized Assessment Results

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	Needs
Our teacher ethnicity make up closely resembles our student ethnicity make up.	More bilingual office staff.
Fifth grade attendance	Attendance is low in Kindergarten and First Grades
	Science scores for girls are significantly lower than boys.
	Reading scores for Hispanic boys are significantly lower than girls.

Summary of Needs

Hodge needs more bilingual office staff members.

Hodge needs to continue to focus on attendance in the early grades.

Hodge needs to narrow gender gaps for boys' Reading and girls' Science.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Staff survey	CLT member observations

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	Needs
We are meeting the needs of students at all levels of achievement.	Training needed for working with students in poverty
We believe all students can learn, and teach that way.	Staff and administration communication
We believe all students enjoy learning.	Overall cleanliness of the school
We know the Hodge Motto and Mission	Activities to promote student pride
	Social skills training for K-2
	Improved communication with families.

Summary of Needs

Hodge serves a high number of at-risk students which requires a lot of emotional and physical attention from staff. Staff members need continued training in how to best meet the needs of students in at-risk situations both academically and behaviorally. Students need training and support to overcome the situations in which they may be living so that they can focus on learning at school.

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.

Walk throughs

PDAS Evaluation Data

Staff survey

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

Students know what they are learning.

Teacher-student interactions are positive.

Teachers know the school's mission and motto.

Teachers believe they are effective.

High staff retention.

Needs

Teachers need training on teaching the importance of why students are learning a given learning objective.

Special Education staff who speaks Spanish

Training in Technology

Improved communication among staff.

Effective use of WIN time

Summary of Needs

The school needs to invest in technology training, continue to emphasize support for bilingual students with special needs, and improve communication.

Comprehensive Needs Assessment

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.

Walk throughs

PLC Notes

Curriculum "Road Maps"

STAAR Results

ELI/SELI Results

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	**Needs**
All grade levels have curriculum road maps with clear targets.	More revising/editing teaching in daily instruction for 4th grade.
The schedule allows for all students to receive intervention time during the day.	Common assessments for each grade level to evaluate rigor and provide teachers with targets.
Math test scores are improving and competitive with the rest of the district and state.	Continued support in the UbD.

Summary of Needs

Hodge needs to focus on revising and editing practices for students in our low-SES subgroup.

Hodge teachers need continued support to implement UbD effectively.

Comprehensive Needs Assessment

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.

During school and after-school event participation counts	Parent volunteer hours
Staff surveys	return rate of student take-home activities
PTA roster	

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	**Needs**
CIS	Parent follow-through with homework and academic support
High school mentors	Bilingual parent involvement in PTA
Newsletters	Medical connections to get students prompt medical attention
High volume of participation in special events such as Fall Festival, Fiesta of Learning, and Winter Wonderland.	
Strong partnerships with UNT and TWU for student interns and observers	
Strong partnerships with some community agencies for student support	

Summary of Needs

Hodge needs to continue fostering relationships with community members and families. Bilingual parents are ready and excited to help support the school as they are able.

Hodge needs to seek avenues for bridging with the medical community to help students get prompt and direct attention when they have persistent conditions that interrupt their learning or the learning of others: asthma, allergies, lice, scabies, recurring ear infections, etc.

Comprehensive Needs Assessment

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.

Schedule

Standardized assessment data

staff survey

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	Needs
Keeping good teachers	PLC time--need more and more focused
Teachers enjoy their jobs	Communication
Using student data during PLCs	Monolingual and bilingual schedules need to match to increase cross-cultural interactions
Clear Expectations	Revisit schedule to consider lunches and student needs
	Revisit WIN time

Summary of Needs

The schedule needs to be revisited to ensure that all students have ample time for initial instruction as well as reteaching. Communication systems and duty schedules also need constant revision.

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.

Staff survey
_____   _____

PDAS evaluations
_____   _____

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	Needs
We have sufficient technology to help children learn.	Continued training on how to use technology during lessons to boost engagement.
	Need more for kids to access tools easily.
	Direction--a committee dedicated to creating a vision for Hodge technology

Summary of Needs

We need to create a committee to explore ideas and develop a vision of essential Hodge technology competencies so that we can ensure that all students leaving Hodge are able to engage in a 21st century global community.

Comprehensive Needs Assessment Summary of Priority Needs
HODGE ELEMENTARY

Demographics:

Hodge needs more bilingual office staff members.

Hodge needs to continue to focus on attendance in the early grades.

Hodge needs to narrow gender gaps for boys' Reading and girls' Science.

School Culture and Climate:

Hodge serves a high number of at-risk students which requires a lot of emotional and physical attention from staff. Staff members need continued training in how to best meet the needs of students in at-risk situations both academically and behaviorally. Students need training and support to overcome the situations in which they may be living so that they can focus on learning at school.

Curriculum, Instruction and Assessment:

Hodge needs to focus on revising and editing practices for students in our low-SES subgroup.

Hodge teachers need continued support to implement UbD effectively.

School Content and Organization:

The schedule needs to be revisited to ensure that all students have ample time for initial instruction as well as reteaching. Communication systems and duty schedules also need constant revision.

Student Achievement:

Writing for low-SES students.

Gender gaps in Reading and Science.

Teacher Quality:

The school needs to invest in technology training, continue to emphasize support for bilingual students with special needs, and improve communication.

Family and Community Involvement:

Hodge needs to continue fostering relationships with community members and families. Bilingual parents are ready and excited to help support the school as they are able.

Hodge needs to seek avenues for bridging with the medical community to help students get prompt and direct attention when they have persistent conditions that interrupt their learning or the learning of others: asthma, allergies, lice, scabies, recurring ear infections, etc.

Technology:

We need to create a committee to explore ideas and develop a vision of essential Hodge technology competencies so that we can ensure that all students leaving Hodge are able to engage in a 21st century global community.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Leslie Klausing
2) Classroom Teacher	Vicki Molchan
3) Classroom Teacher	Leigh Kitchens
4) Classroom Teacher	Lauren Powers
5) Classroom Teacher	Rachel Rogers
6) Classroom Teacher	Paul Barnes
7) Campus-based Nonteaching Professional	Patty Jensen
8) Campus-based Paraprofessional and Operations Staff	Angie Warschun
9) District-level Professional	Anthony Tosie
10) Parent	Rena Holzer
11) Parent	Rebecca Foote
12) Community Member	Claudia Sanchez
13) Community Member	Jim Grimmet
14) Business Representative	Niki Barnes
15) Business Representative	Amy Harper

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	September 15	3:00	A9
2	October 20	3:00	A9
3	November 17	3:00	A9
4	December 15	3:00	A9
5	January 19	3:00	A9
6	February 16	3:00	A9
7	April 19	3:00	A9
8	May 17	3:00	A9

2015-2016
Campus Improvement Plan
for
Houston 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.

Houston Elementary School's Mission Statement

At Sam Houston we will inspire all students to become confident life-long learners by collaborating to provide a challenging curriculum in a safe and compassionate environment.

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
Houston Elementary School

Progress Report Date:

WIG 1

Raise the percentage of students reading on grade level as determined by the ELI and IRA from 68 % in September 2015 to 80 % in June 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Administer the ELI to all K - 2 students and IRA to all 3rd-5th students to determine current reading levels.	Classroom Teachers		Assessments will have been given to all students.	Reading levels are determined and instructional plans are created.	
Parents and other volunteers will be encouraged to volunteer for tutoring students, rather than other volunteer opportunities, such as running off papers. The volunteers will be trained so they can be as effective as possible during their time with students.	PTA Volunteer Coordinator/Administrators/Math Vertical Team Members and CLT Members		Parent volunteer to help tutor reading.	At-risk students who are tutored by volunteers show growth reading.	
All students will have a purposeful activity during success time to support specific learning needs.	Administrators/Teachers		RtI Continuum Boards will reflect student needs and be used to plan activities and groups for Success Time.	Students identified as needing Tier 3 and Tier 2 instruction will show growth in reading.	
Older and younger student will be paired so older students can provide academic support to younger students.	Administration/Teachers		Pairs of students will be seen working together during various times throughout the school day.	Students identified as needing Tier 3 and Tier 2 instruction will show growth in reading.	
The Math Interventionist will work with at-risk 3rd - 5th grade students two to three times a week to build reading comprehension of math problem solving. SCE $30,000 FTE .5	Math Interventionist		Math Interventionist works with at-risk students.	At-risk students make progress in reading.	
Teachers will use pre-assessments, assessments, and Tier 1 instruction to enable students to read on grade level or above by the end of the school year.	Administration/Teachers		Building Walks, PLC discussions, and Vertical Team discussions	RtI Continuum Boards will show student growth.	

The K-2 Reading Recover/Lit. Group and 3-5 Reading Interventionist will work with students to raise their reading levels. SCE $30,000 FTE .5 SCE $30,000 FTE .5	Reading Interventionist		Reading Interventionists implement activities to build students' reading comprehension and raise their reading levels.	At-risk students show growth in their reading levels.
In support of the importance of students being in school and part of the learning environment so they can learn from Tier 1 Instruction we will communicate with parents the importance of attendance through Parent FYI's and other communication.	Administration/Attendance Committee		Attendance Letters will be sent home and a copy kept in student attendance files. Statements about the importance of school attendance in Parent FYI's.	School attendance percentage will increase.

Campus Improvement Plan
Houston Elementary School

WIG 2

Increase by 10% the number of 3's and 4's on each question of the Staff and Student Climate Surveys to show an increase in the staff and students' feelings related to the school's climate and collegiality.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Administer the Student Climate Survey and the Staff Climate and Collegiality.	Administration and Teachers		All staff and students will complete the surveys.	Data will be collected to target growth.	
Sam Houston Staff monthly collegiality building activities.	Administrators and Teachers		Monthly activities are planned by staff and all staff members are invited.	Staff members attendance, middle of the year survey, and end of the year survey shows increase in positive collegiality climate.	
Staff members will communicate respectfully and professionally in PLCs, Vertical Teams, Open Space groups, and all other professional conversations.	Administrators and teachers		Meeting minutes and Walkthrough post-conferneces	Middle of the year survey and End of the year survey	
Guidance lessons by the counselor to focus on good citizenship to each other in school and in the community.	Teachers and Mrs. Dean		Guidance lesson plans	Middle of the year survey and end of the year survey	
Sam Houston students and staff will have a community outreach event once a month. ie. Food drive, Fall Festival, 5K run, Veteran's Day Program, Coat Drive	Staff and PTA		Planned activities will be on the Sam Houston Calendar.	Middle of the year survey and end of the year survey.	
At House Assemblies all grade levels of staff and students will learn together and get to know each other better.	Administers and Teachers		House Assembly lesson plans	Middle of the year survey and end of the year survey	
Staff members will participate in monthly vertical lunches.	Staff Members		Staff Members attend vertical lunches.	Feedback from staff members and responses to survey.	

Houston Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Houston Elementary School conducted a comprehensive needs assessment for the 2015-2016 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, Droupout, 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.

ELI Test results by grade level

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	**Needs**
Concepts about Print assessed in Kinder	Concepts about Print assessed in 1st grade
Kinder At-risk reduced by 70%	

Summary of Needs

Student achievement disaggregated by components of ELI

10.6% at-risk BOY, 3% at-risk MOY for Kinder

Students in Kinder had 4 students at-risk in letter sound knowledge at MOY compared to 20 students at-risk BOY which is an 81% gain. These students made progress with good teaching and interventions.

Comprehensive Needs Assessment

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.

Enrollment data from eschool reports

At-risk population numbers from eschool reports

Attendance - Data Dashboard

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

Our enrollment continues to stay consistent.

Reduced our Truancy percentage from 28% truant in 2013-2014 to 12% truant in 2014-2015

Needs

Support for our increased Arabic speaking population.

Increase our Attendance Percentage to at least 97%.

Summary of Needs

Support for our increased Arabic speaking population.

Increase our Attendance Percentage to at least 97%.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

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	Needs

Summary of Needs

Comprehensive Needs Assessment

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 demongraphics

TEA reports

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	Needs
Low staff turnover	Grade level or subject like mentors for new staff members.
	More male teachers on staff.
	Create a new to Sam Houston Teachers Support group that could meet at least once a month.

Summary of Needs

Grade level or subject like mentors for new staff members.

More male teachers on staff.

Create a new to Sam Houston Teachers Support group that could meet at least once a month.

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.

ELI

Kathy Richardson

Report Card Assessments

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   **Needs**

Pre-asessments   More resources - volunteers, aides, time

Learning Targets created   Upgraded technology - more computers in classrooms, upgraded printers

Multiple chances to improve   Smarts boards

Team planning/PLC

Eduphoria Lesson Planning TEKS

Summary of Needs

More resources - volunteers, aides, time

Upgraded technology - more computers in classrooms, upgraded printers

Smarts boards

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.

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	Needs
Strong PTA	Fundraisers to help the community/students in need.
Parent Volunteers	More consistent use of the Motor lab with more trained volunteers to help.
Community Partners	Communication available in languages other than Spanish.
	Collaborate more with local universities.

Summary of Needs

We would like our school to be more involved in giving back to the community.

Comprehensive Needs Assessment

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.

RtI data

Assessment data

Kathy Richardson

Master Schedule

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	**Needs**
Success Time	More staff to work with small groups during Success Time
Unified assessments across the grade levels given often and at the same time.	Continue to revise the report card assessments at the district level with classroom teacher input.
	Align report card assessments with TEKS.

Summary of Needs

Recruit volunteers to work with at-risk students during Success Time.

Teachers need to give feedback about the report card assessments throughout the the revision process.

Comprehensive Needs Assessment

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.

StaR Chart

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

Staff and students technology proficiency is above average.

Needs

iPads for every student.

Faster internet service.

Summary of Needs

More accessibility to iPads for students would allow time to work on different subject area websites during Success time, extra minutes during class time, or when they are finished with daily work or assignments.

Demographics:

Support for our increased Arabic speaking population.

Increase our Attendance Percentage to at least 97%.

School Culture and Climate:

Curriculum, Instruction and Assessment:

More resources - volunteers, aides, time

Upgraded technology - more computers in classrooms, upgraded printers

Smarts boards

School Content and Organization:

Recruit volunteers to work with at-risk students during Success Time.

Teachers need to give feedback about the report card assessments throughout the the revision process.

Student Achievement:

Student achievement disaggregated by components of ELI

10.6% at-risk BOY, 3% at-risk MOY for Kinder

Students in Kinder had 4 students at-risk in letter sound knowledge at MOY compared to 20 students at-risk BOY which is an 81% gain. These students made progress with good teaching and interventions.

Teacher Quality:

Grade level or subject like mentors for new staff members.

More male teachers on staff.

Create a new to Sam Houston Teachers Support group that could meet at least once a month.

Family and Community Involvement:

We would like our school to be more involved in giving back to the community.

Technology:

More accessibility to iPads for students would allow time to work on different subject area websites during Success time, extra minutes during class time, or when they are finished with daily work or assignments.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Windee Redmond
2) Classroom Teacher	Johanna Iaia
3) Classroom Teacher	Todd Sharp
4) Classroom Teacher	Debbie Coulter
5) Classroom Teacher	Genia Biediger
6) Classroom Teacher	Jennifer Nicholson
7) Campus-based Nonteaching Professional	Gennifer Smith
8) Campus-based Paraprofessional and Operations Staff	Robyn O'Connell
9) District-level Professional	Judy Bush
10) Parent	Sandy Morgan
11) Parent	Randy Davis
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	9/1/15	3:15	Library
2	9/29/15	3:15	Library
3	11/3/15	3:15	Library
4	12/1/15	3:15	Library
5	1/12/16	3:15	Library
6	2/16/16	3:15	Library
7	3/1/16	3:15	Library
8	4/12/16	3:15	Library
9	5/3/16	3:15	Library

2015-2016
Campus Improvement Plan
for
L.A. Nelson Elementary School 2015-2016

Denton Independent School District

<u>**Mission Statement**</u>

Denton Independent School District's Mission Statement

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

L.A. Nelson Elementary School 2015-2016's Mission Statement

We will grow as successful learners and make a positive difference in the world.
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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
L.A. Nelson Elementary School 2015-2016

Progress Report Date:

WIG 1

Through implementation of a focused academic intervention and enrichment plan, Nelson Elementary will improve Tier 1 instruction in order to decrease the percentage of students in Tier 2 and Tier 3 from 25% to 20% by May 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Additional 45 minutes of PLC planning for team collaboration focusing on the following dates: 10/21, 11/4, 12/9, 1/27, 2/17, 3/2, 4/13, 5/25 We will focus on the four critical questions along with the following topics: *Updated Pacing Guide- September 18th *Common Assessment on Essentials *Learning Targets *Study lesson design and analyze *Track student progress using documentation folders *Provide intervention, acceleration and enrichment	Cecilia Holt, Erika Timmons, Team Leaders		Agendas, meeting notes lesson plans	Common Assessments, Walkthroughs,	
S.M.A.R.T Goals aligned with school W.I.G.	Cecilia Holt, Erika Timmons, Team Leaders		Artifacts in PLC folder, agendas, common assessments	Timelines- Oct. 2nd.	
Improve Special Education students STAAR passing rate to 60% in the following areas: Reading- 57% to 60% Writing- 14% to 60% **X Addresses missed system safeguard**	Cecilia Holt, Erika Timmons, Team Leaders			Common assessments, data with students in quintiles, RTI	
Improve ELL STAAR passing rate to 60% in the following areas: Reading-57% to 60% Writing - 58% to 60% **X Addresses missed system safeguard**	Cecilia Holt, Erika Timmons, Team Leaders		Walkthroughs, lesson plans, RTI meetings	Common assessments, STAAR data	

Content Houses 4X a year-9/10, 11/12, 1/14, 2/25- School goal of improving academic vocabulary and focus on readiness standards.	Cecilia Holt, Erika Timmons, Jennifer Collins, Sandy Brown, Kathy Morrison		Staff Development, Content House meetings, Agenda's.	Improved STAAR scores in these specific areas
Increase the percentage of STAAR students who "Exceed Progress" in Index 2 by 5%. Reading (3, 4, 5) = 29%- 34% Writing 4 = 9%- 14% Science 5 = 17%- 22%	Cecilia Holt, Erika Timmons, CLT/Team Leader		Walkthroughs, student binder checks	Surveys, conversations with students and teachers
Intervention to students at Tier 2 and Tier 3 in grades K-2 (Reading)	Cecilia Holt, Erika Timmons, Reading Recovery Teacher- Whitney Gohlke SCE $30,000 FTE 0.5		Individual plans, RTI	Data from common assessments
Intervention to students at Tier 2 and Tier 3 in grades 3-5	Cecilia Holt, Erika Timmons, Intervention Teacher- Jordis Friday SCE $60,000 FTE 1,0		Individual plans, data collection, RTI meetings	Data from common assessments
Understanding By Design (UBD) K-2 =Social Studies and Math 3 & 4th=Content/Social Studies 5th=Content only	Principal, Assistant Principal and teachers		Lesson plans, walkthroughs	Surveys, feedback

Improve documentation of all students interventions and/or growth through monthly A to Z meetings. 1st Six Weeks, 2nd Six Weeks, 3rd Six Weeks, 4th Six Weeks, 5th Six Weeks. Follow up with parents during weekly RTI meetings on Wednesday afternoons	Principal, Assistant Principal, teachers		RTI meetings; PLC meetings	Documentation with AWARE
Professional development through book study of 7 Strategies of Assessment with a strong focus on Learning Targets. Principal and A.P. will meet with teachers individually to determine goals for the year. We will check in 3X a year to ensure that the strategy is impacting student learning.	Principal, Assistant Principal, Intervention Team, Assessment Team		PDAS, Assessment Literacy Walkthroughs, and showing evidence of artifacts during faculty meeting	Surveys, PDAS
Promote positive student behavior by developing and implementing the campus discipline management plan, CHAMPS, If-then charts, and tracking behavior on TAC.	Cecilia Holt, Erika Timmons		Behavior data shared at team leader meetings and staff meetings	Survey, behavior data
Increase the amount and diversity of students referred to EXPO by training teachers on the characteristics of EXPO students.	Teachers, Mrs. Holt, Mrs. Timmons, Mrs. Matthews (EXPO teacher)		Beginning of the Year Staff Development, Monthly EXPO meetings	End of year EXPO data
Increase the amount of teachers who are ESL certified by paying for training (if necessary) and tests. We currently have 71% of our staff ESL certified.				

Campus Improvement Plan
L.A. Nelson Elementary School 2015-2016

WIG 2

By May 2016, Nelson Elementary will improve school culture and climate by moving from the good to the excellent level on parent surveys.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement Watch D.O.G.S. on campus by having dads on campus every Friday starting in October 2015	Watch D.O.G.S.		Schedules	Survey	
Teachers mail home post cards with positive notes to each of their students 1x per year.	Teachers		Post cards being mailed home	Post cards being mailed home	
All Pro Dads meetings 9x times this school year at 7:00 a.m., on the following days: 9/11, 10/9, 11/13, 12/11 1/8, 2/12, 3/11, 4/8, 5, 13	All Pro Dads; Anne Ivy		All Pro Dads Meeting	All Pro Dads Meeting	
Curriculum nights for parents; 1 per grade level	Teachers		Grade Level Curriculum Night	Grade Level Curriculum Night	
Increase the amount of volunteer hours on campus from 15,000 to 18,000	PTA Volunteer Coordinator; Nelson Staff		Volunteers present at the school during school hours and school functions	Number of hours the volunteers clock in	

Student participation in extra curriculur activies including: The Running Club School Choir Honor Choir Student Council The News Team The Robotics Club The Safety Squad Engineering Club Bricks for Kids Drama Club Young Rembrandts Cultural Connections 3rd Grade O.W.L. Team Talent Show Reflections Contest Science Fair Flag Bearers Summer reading Program Literacy Night/Book Fair Grandparents' Day Hard Hats for Little Heads and Bike Rodeo March Madness Teacher Appreciation	Teachers; students, PTA		Student participation in extra curricular activities	Student participation in extra curricular activities	
PRIDE Awards; 1x per week	Teachers; Cecilia Holt, Erika Timmons, and Anne Ivy		Students receiving PRIDE Awards	PRIDE Awards ceremony	
Classroom CHAMPS tickets	Nelson Staff		Classes recieve CHAMPS tickets	Announcement of classes who have completed their CHAMPS Charts during the morning announcements	

L.A. Nelson Elementary School 2015-2016 Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at   L.A. Nelson Elementary School 2015-2016 conducted a comprehensive needs assessment for the 2015-2016 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, Droupout, 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.

TEA Performance Rating

ELI/ SEL

Kathy Richardson

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	**Needs**
87% Passing in Reading	ELL's need improvement in all content areas
84% Passing in Writing	Increase amount of students who achieve the advanced standard
79% Passing in Science	
**Math not scored	
Growth in reading from 4th to 5th	

Summary of Needs

Reading- 87%

Math- not scored

Writing- 84%

Science- 79%

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.

Dashboard

District Data

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	Needs
Enrollment: 54% White , 24% Hispanic, 12% Black, 5% Asian	
Low SE 40% White, 34% Hispanic, 19 Black, 7% Other	

Summary of Needs

White- 54%

Hispanic- 24%

Black- 12%

Asian- 5%

MultiRace- 3%

Percent Economically Disadvantaged- 33.9

Mobility Rate 11%

ELL Learners 7.6%

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

TAC Data

Survey to parents

Survey to teachers

Classroom walkthroughs

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

CHAMPS

If - Then Charts

Strong Behavioral Foundatons

Needs

Consistency on emphasis on behavior (beginning, middle and end of the year).

More "catching students doing good

Higher expectations @ dismissal and transitions

Summary of Needs

Teach, set, and stay consistent with behavior expectations

Comprehensive Needs Assessment

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.

Survey
_____   _____

Attendance and retention rate from district
_____   _____

Input into student placement
_____   _____

Input into staff development
_____   _____

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	Needs
	More information from district as to how district staff development is chosen and how it might positively benefit entire staff -district.
Staff attendance-94%	
Staff retention rate-94$	

Summary of Needs

More information from district as to how district staff development is chosen and how it might positively benefit entire staff -district.

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.

Report cards
_____   _____

Scope and sequence
_____   _____

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	Needs
UBD	STAAR and report card alignment
Showing growth	Report card (teaching to report card
Pacing guides	Burns and Roe
Content Houses	Math Preview nights
Success Time/reteaching	Kathy Richardson
Formative Assessments	Sped. Kids- testing practice the way they are administered
Individualized instruction	Students promoted regardless
Data Binder/porfolios	

Summary of Needs

Report card alignment -SBRC to narrow

Special education students- practicing the way they are administered

Kathy Richardson

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.

Diversity Data

Surveys

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

Family involvement activities

Extra-curricular involvement

Community sponsored events

Needs

Increase engagement of our all members diversity population

Summary of Needs

Increase the diverse opportunities for parents to participate/communicate (possible language translation) in several languages spoken at Nelson

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.

Surveys from parents and teachers

Master schedule

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   **Needs**

Open door policy

Everyone has a voice

Positive environment

Summary of Needs

More effective communication, but less.

Comprehensive Needs Assessment

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.

Survey

Professional development

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	Needs
Variety of uses for technology supporting curriculum: databases, social media, ipad apps	Educating parents on uses of technology in school
Differentiated technology for staff	Professional development educating staff on the 3 C's and apps that support it (Collaboration, communication creativity
	Going deeper than surface level use of technology (app smashing as example)
	Google Docs

Summary of Needs

Providing opportunities for staff to be educated on going deeper with technology to support students' learning

Comprehensive Needs Assessment Summary of Priority Needs
L. A. Nelson Elementary

Demographics:

White- 54%

Hispanic- 24%

Black- 12%

Asian- 5%

MultiRace- 3%

Percent Economically Disadvantaged- 33.9

Mobility Rate 11%

ELL Learners 7.6%

Student Achievement:

Reading- 87%

Math- not scored

Writing- 84%

Science- 79%

School Culture and Climate:

Teach, set, and stay consistent with behavior expectations

Teacher Quality:

More information from district as to how district staff development is chosen and how it might positively benefit entire staff -district.

Curriculum, Instruction and Assessment:

Report card alignment -SBRC to narrow

Special education students- practicing the way they are administered

Kathy Richardson

Family and Community Involvement:

Increase the diverse opportunities for parents to participate/communicate (possible language translation) in several languages spoken at Nelson

School Content and Organization:

More effective communication, but less.

Technology:

Providing opportunities for staff to be educated on going deeper with technology to support students' learning

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Angela Thomas
2) Classroom Teacher	Amy Zimmerman
3) Classroom Teacher	Danna Biggs
4) Classroom Teacher	Jennifer Scott
5) Classroom Teacher	Katie Buck
6) Classroom Teacher	Mitchell Davis
7) Campus-based Nonteaching Professional	Anne Ivy
8) Campus-based Paraprofessional and Operations Staff	Anna Rogers
9) District-level Professional	Lyneille Meza
10) Parent	Jane Hale
11) Parent	Lisa Bailey
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	9-15-15	3:15	Library
2	11-17-15	3:15	Library
3	1-19-16	3:15	Library
4	5-10-16	3:15	Library

2015-2016
Campus Improvement Plan
for
Robert E. Lee 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.

Robert E. Lee Elementary School's Mission Statement

Our mission is to empower all members of the Lee family and community to become lifelong learners and achieve their highest potential..

Board Goals

Denton Independent School District's Board Goals

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- 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

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- 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
Robert E. Lee Elementary School

Progress Report Date:

WIG 1

Lee staff will raise student achievement in math and reading by focusing on increasing the level of rigor of Tier I Instruction. This will be accomplished by beginning with the end in mind, and developing formative assessments, providing feedback to students during small groups and guided practice, and insuring the TEKS are aligned with the learning target and the lesson.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will plan collaboratively every week with the math and reading coach to ensure the TEKS and learning targets are aligned with the lesson and at a high rigor. Person/s responsible: Principal Assistant Principal Math Coach Reading Coach Classroom Teachers Completion Date: June 2015 **X Addresses missed system safeguard**	Administrators Math & Reading Coach Classroom Teachers SCE $60,000 FTE 1 SCE $30,000 FTE .5 SCE $30,000 FTE .5	X 1 X 2 X 3 X 4 X 5 X 8 X 9 X 10		Lesson plans on Eduphoria. Lesson plans will be shared will all involved.	student work, rubrics. formative assessments, walk throughs	**Sept** Considerable Progress **Dec** **May**
Schedule time in the day for PLCs to look at formative and common assessments and have dialogue about the teaching and learning. Clear up any teacher and student misconceptions. Discuss how we will go back and provide feedback to students and determine next steps. Person/s responsible: Principal Assistant Principal Reading & Math Coach Reading & Math Interventionists Classroom Teachers Completion Date: June 2015 **X Addresses missed system safeguard**	Interventionists; Coaches, classroom teachers, Administrators TI $30,000 FTE .5 SCE $30,000 FTE .5 SCE $30,000 FTE .5	X 1 X 2 X 3 X 4 X 5 X 8 X 9 X 10		assessments, rubrics used for rater reliability, data from AWARE	assessments, student work, discussion at RtI meetings regarding math and reading growth, data from AWARE	**Sept** Some Progress **Dec** **May**

Strategy/Activity	Resources/Responsible	Safeguard	Formative Evaluation	Summative Evaluation	Timeline/Progress
Have WOW Days to Work on the Work. Teams will be given time during the day to unpack TEKS and discuss to develop a deep level of understanding. Develop a pacing guide and ensure the assessments are aligned with the TEKS. Person/s responsible: Principal Assistant Principal Reading & Math Coach Reading & Math Interventionists Classroom Teachers Completion Date: June 2015 **X Addresses missed system safeguard**	Administrators, Coaches, Interventionists, Classroom Teachers, substitutes TI $10,000.00	X 1 X 2 X 3 X 4 X 5 X 8 X 9 X 10	assessments, rubrics used for rater reliability, data from AWARE	assessments, student work, discussion at RtI meetings regarding math and reading growth, data from AWARE	**Sept** Some Progress **Dec** **May**
Host Family Nights to help with parent engagement at school and home. Provide resources and handouts to inform our parents of the importance of home and school relationship. Some include: Reading Night, Math and Science Night, Parent training classes. Person/s responsible: Administrators Interventionists Coaches Classroom Teachers Completion Date: June 2015	Administrators, Coaches, Interventionists, Teachers, books/literature, games TI $2,000.00	X 3 X 6	Sign in sheets	student assessment results, discussions with teachers, parent survey	**Sept** Some Progress **Dec** **May**
Provide supplemental counseling for students at-risk. Use the counselor as a preventative measure and as a push in to provide guidance lessons for students.	behavior counselor TI $60,000 FTE 1	X 1 X 9			
Increase student engagement through technology by purchasing **X Addresses missed system safeguard**	TI $15,000.00				
To attend district staff development for the math Investigations program	Administrators, Classroom teachers		Attendance at workshop	Classroom Observations, common assessments & benchmarks	

Robert E. Lee Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Robert E. Lee Elementary School conducted a comprehensive needs assessment for the 2015-2016 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.

Comprehensive Needs Assessment

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, Droupout, 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.

STAAR data

reading levels

AWARE documentation

RtI information

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	**Needs**
We have a system to identify students that are struggling	Our reading scores are in need of improvement across all grades
We have personnel to support our students	Need to focus on the TEKS for alignment to rigor
We have the system in place to look at student learning	need to assessed the learning to ensure mastery
Met Standard in Accountability Rating	need to focus on Tier I instruction more than intervention
	improvement in 5th

Summary of Needs

We need to continue meeting as a PLC to look at student achievement. Our focus needs to go deeper and we need to look at the actual student work to adjust tier I instruction. Beginning with the end

in mind will help teachers develop assessments to ensure mastery of the TEKS.

Comprehensive Needs Assessment

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
- Attendence
- 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.

AEIS report

attendance reports

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	**Needs**
recognizing perfect attendance at awards assemblies	including a section in the parent handbook about attendance
	need more training to help improve bilingual student achievement
	need to continue to support our most at risk students

Summary of Needs

We have had a steady growth in our student population. Attention to attendance and tardies should be a priority. Recognizing perfect attendance should continue to be a priority at

awards assemblies every six weeks. As a staff we need to pay close attention to our diverse population and their needs. The Food for Kids is a good support.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

weekly team collaborative planning	
specific CHAMPS expectations campus wide in different areas of the school	

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	Needs
6 weeks awards assemblies	
Golden Tickets Character Recognition for Students	more parent-only educational/informative activities
Watch Dogs Dad Program	Consistency in all areas of academic, behavioral, social expectations across all grade levels
Science/Math Night	Continual implementation of CHAMPS
Counselor Behavior Lesson in the Classrooms	Behavior expectations and consequences are known and followed through

Summary of Needs

Goal is to have consistency throughout entire Lee family (student, staff, community) for academics, behavior and special activities.

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.

Trainings offered and supported by the campus

PLCs to discuss instruction and rater reliability

Cadres from the district

CAFE training in K-3

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	Needs
mentors for new teachers--Freshman club	
	need a tool time day to provide additional learning opportunities for teachers
professional development opportunities were provided	
collaborative team planning days	Want to use the computer lab schedule on Outlook
support from Coaches during planning	Want help dealing with problematic behavior in class so child can be successful and disrupt
push in support from interventionists	
	Need advanced CAFE -more lessons on Daily 5 (felt that the pink survey sheet was helpful for future planning)

Summary of Needs

Our group feels that we receive plenty of professional learning time. We would like to continue having the planning days during the day to plan for instruction and visit about student learning.Our planning days are going well and we would like to continue using that time to collaborate. Need to focus on Tier I such as, formative assessments and lessons by starting with the TEKS and the assessment.

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.

scope and sequences

Benchmark Assessments

Report Card Assessments

Interventionists Schedule

AWARE Intervention Data

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	Needs
	Only work with lowest kid in intervention, Reading Scope and Sequence too vague
K-4th Math Scope and Sequence	
	Reading report card assessments too easy and broad, Diagnostician needs to be more open to testing students
Math report Card Assessments	
	Need review time in 5th math scope and sequence, Data put into AWARE by specialists that is not true in regards to the amount of time they were seen
Unpacking the TEKS	
	5th grade science has to go back and reteach previous grade TEKS, time to plan for intervention groups
Reading Recovery	
	Need true PLC brought back, specialists should be held accountable for missing minutes-check pensive
K-3 has small intervention groups	
	Inconsistency with specialists helping with intervention,3-5th given school made benchmarks that did not match TEKIS
K growth from intervention	
	Not enough Spanish intervention materials, Allow more time for test-taking strategies
5th grade tutoring helped for math	
	5th grade intervention groups are too big, teacher input in benchmarks
	Only focused on reading intervention in k-2-not math
	5th grade no help for bilingual intervention, 5th Grade math interven4tion did not have kids show up on time

Summary of Needs

The reading scope and sequence is too vague and reading report card assessments need more rigor.

Our students need to be met with consistently by specialists in all areas of need.

All professionals including specialists should be held accountable for a pensive of intervention data.

Quality Spanish intervention materials are needed, along with rigorous benchmarks that match the TEKS.

The RtI committee should be more open to testing students that have data in AWARE.

Comprehensive Needs Assessment

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.

volunteer/mentor sign up sheet

BF enrollment

parent evening meetings

newsletters in both languages

BF parade participation

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	**Needs**
BF participation was big and it involved our parents	need parenting classes
had a full PTA board	continue having ballet folklorico classes
successful Lee Luau	stronger communication from teacher to parent
newsletters to inform our parents every month	
communication through social media outlets	

Summary of Needs

As a school we need to continue to embrace our diversity. We do a good job of celebrating our diversity. We need to continue to provide evening parent classes-at least one in the fall and one in the spring semester.

We want to continue to have our parents participate and be involved in our activities. Communicating with parents in their native language is a way to help them feel welcome at our school.

Comprehensive Needs Assessment

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.

Instructional Schedule

Lee Master Schedule

Arrival Duty Schedule

Dismissal Duty Schedule

List of Extra Curricular Activities

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	Needs
ample 4-5 extra curricular	More academic recognition
KPAW News	allow flexibility for grade levels choosing when to teach content
set intervention times	Inadequate materials/resources (whole class texts)
Math Planning Tuesdays	extra lunch support for K-1 (First 6 weeks)
ARDS on one day	More K-5 extra curricular activities
Master schedule provides breaks throughout the day k-1	selection process for Lee Leaders
ample adults on arrival/dismissal duty	continue intervention all year K-5
staff had input (August) on arrival/dismissal procedures	move ARDS to another day (not Tuesday or Wednesday)
team leads input on master schedule	reading planning day with a reading resource person
	staggered dismissal (k,1-2,5) CHAMPS: revisit, review, implement, consistent expectations k-5,

Summary of Needs

CHAMPS training: ongoing, conversation, school wide expectations, consistency

Scheduling-grade level flexibility when to teach content, inadequate materials for teaching all at same time, continue k-5 intervention, extra lunch support for k-1. staggered dismissal, move ARD days, reading planning day with a resource person

Student Activities: more activities available for K-3 students, a selection process for Lee Leaders, get outside support to help run activities (Community)

Suggested Activities: balet, chess club, cup stacking, running club, robotics, Jump 2 it

Comprehensive Needs Assessment

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 Summary

Technology TEKS

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   **Needs**

Search strategies & research skills

_____   modifying & saving
                                            _____

fair use, responsibility of technology use   communication through technology
_____   _____

using the internet   identifying a problem and solving it
_____   _____

research   keyboarding techniques
_____   _____

going into & use programs efficiently   instructional time
_____   _____

research/engaging   limited access
_____   _____

                                            implementation of staff development
                                            _____

Summary of Needs

We need support in integrating keyboarding
_____

skills such as body posture, typing, use of mouse, and navigating the screen and keyboard
_____

staff needs support and practice on time allotment
_____

for incorporation of technology use during instructional time
_____

improve our scheduling system to better balance
_____

program usage with application process
_____

Comprehensive Needs Assessment Summary of Priority Needs
Lee Elementary

Demographics:

We have had a steady growth in our student population. Attention to attendance and tardies should be a priority. Recognizing perfect attendance should continue to be a priority at

awards assemblies every six weeks. As a staff we need to pay close attention to our diverse population and their needs. The Food for Kids is a good support.

School Culture and Climate:

Goal is to have consistency throughout entire Lee family (student, staff, community) for academics, behavior and special activities.

Curriculum, Instruction and Assessment:

The reading scope and sequence is too vague and reading report card assessments need more rigor.

Our students need to be met with consistently by specialists in all areas of need.

All professionals including specialists should be held accountable for a pensive of intervention data.

Quality Spanish intervention materials are needed, along with rigorous benchmarks that match the TEKS.

The RtI committee should be more open to testing students that have data in AWARE.

Student Achievement:

We need to continue meeting as a PLC to look at student achievement. Our focus needs to go deeper and we need to look at the actual student work to adjust tier I instruction. Beginning with the end

in mind will help teachers develop assessments to ensure mastery of the TEKS.

Teacher Quality:

Our group feels that we receive plenty of professional learning time. We would like to continue having the planning days during the day to plan for instruction and visit about student learning.Our planning days are going well and we would like to continue using that time to collaborate. Need to focus on Tier I such as, formative assessments and lessons by starting with the TEKS and the assessment.

Family and Community Involvement:

As a school we need to continue to embrace our diversity. We do a good job of celebrating our diversity. We need to continue to provide evening parent classes-at least one in the fall and one in the spring semester.

We want to continue to have our parents participate and be involved in our activities. Communicating with parents in their native language is a way to help them feel welcome at our school.

School Content and Organization:

CHAMPS training: ongoing, conversation, school wide expectations, consistency

Scheduling-grade level flexibility when to teach content, inadequate materials for teaching all at same time, continue k-5 intervention, extra lunch support for k-1. staggered dismissal, move ARD days, reading planning day with a resource person

Student Activities: more activities available for K-3 students, a selection process for Lee Leaders, get outside support to help run activities (Community)

Suggested Activities: balet, chess club, cup stacking, running club, robotics, Jump 2 it

Technology:

We need support in integrating keyboarding

skills such as body posture, typing, use of mouse, and navigating the screen and keyboard

staff needs support and practice on time allotment

for incorporation of technology use during instructional time

improve our scheduling system to better balance

program usage with application process

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Jeremy Wells
2) Classroom Teacher	Fallon Jones
3) Classroom Teacher	Thomas Majusiak
4) Classroom Teacher	Meghan Taylor
5) Classroom Teacher	Grania Laird
6) Classroom Teacher	Rebecca Olvera-Alfaro
7) Campus-based Nonteaching Professional	Sara Pinto
8) Campus-based Paraprofessional and Operations Staff	Annany Mateo
9) District-level Professional	
10) Parent	Mayra Martinez
11) Parent	Matilde Nunez
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	10/15/15	3:20 PM	Lee Professional Development Room
2	11/19/15	3:20 PM	Lee Professional Development Room
3	1/21/16	3:20 PM	Lee Professional Development Room
4	2/18/16	3:20 PM	Lee Professional Development Room
5	4/21/16	3:20 PM	Lee Professional Development Room

2015-2016
Campus Improvement Plan
for
McNair 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.

McNair Elementary School's Mission Statement

McNair Elementary is dedicated to providing a quality education for all students, and promoting a life long learning environment to produce responsible students.

Motto: Believe and Achieve

Mission Mantras: #iCAN@McNair & Caring in Technicolor

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
McNair Elementary School

Progress Report Date:

WIG 1

By May 2016, McNair Elementary will improve Tier I instruction to decrease the percentage of students requiring Tier 2 and Tier 3 interventions from 20% to 15%, and generate an increase in the percentage of students meeting and exceeding expectations on state assessments from 85% to 90%.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will design lessons focused on learning targets and learning essentials.	Curriculum guides (Eduphoria) List of essential learning targets AWARE Classroom teachers Administrators		Lesson plans, walkthroughs, student data binders & portfolios	Data from student work	
All teachers will support and facilitate student understanding of learning targets for each instructional period.	Curriculum guides (Eduphoria) List of essential learning targets AWARE Classroom Teachers Administrators		Students' knowledge of expected learning during walks, Posted &/or verbalized learning targets	Data from student work Student growth in essential learning as indicated on SBRC and improved STAAR passing rates	
Teachers will effectively utilize pre-assessments and formative assessments to place students into appropriate intervention groups. **X Addresses missed system safeguard**	Curriculum guides (Eduphoria) AWARE Instructional materials Classroom teachers		Common assessments, team artifacts for PLC, evidence in student data binders/ portfolios, student groupings	Student data from common assessments STAAR ELI Kathy Richardson Report card assessments	
Implement researched based instructional strategies to support student learning: Thinking Maps, Write from the Beginning, Daily 5/Cafe, Guided Reading, Investigations, Math Workshop, and Inquiry based learning modalities.	Instructional materials Training for instructional programs Reading Interventionist Math Interventionist Classroom teachers Administrators		Lesson plans, classroom walkthroughs, PDAS	Student work samples Student assessment data ELI/ Kathy Richarson STAAR	

Daily intervention will be provided for the at-risk students in 3rd, 4th and 5th grades by the math and reading interventionist. Literacy groups and reading intervention will be provided for indentified at-risk students in grades K-2 by the Reading Recovery teacher. **X Addresses missed system safeguard** SCE $30,000 FTE .5 SCE $30,000 FTE .5 SCE $30,000 FTE .5	Brayley, Elaine Gehlhausen, Jennifer Gandy, Jamie		Scheduled meetings with interventionist; walk-through observations; student data binders/ portfolios	STAAR, ELI, IRI, and Rigby scores
PLC teams will meet each 6-weeks to analyze data, create common assessments, and plan for intervention/acceleration/enrichment lessons. **X Addresses missed system safeguard**	Campus Leadership Grade level teachers		PLC artifacts, common assessments, FLEKS intervention schedule RtI tracking forms	Student data
A daily intervention/ acceleration (FLEKS) period will be integrated into the master schedule and provide support to students K-5. **X Addresses missed system safeguard**	Instructional materials, AWARE, student data, Common assessments Classroom teachers Reading interventionist Math interventionist		Walkthroughs, lesson plans, student data binders/ portfolios FLEKS intervention schedule	Student performance data, ELI & Kathy Richardson, STAAR results
Staff development will be embedded into monthly Faculty Meetings, Grade Level and Department Meetings, and within PLC gatherings.	Campus leadership Faculty Intervention/Acceleration Staff District Faculty		Meeting agendas, Google documents, VERSO, PLC minutes	Student performance data
All students wiil set goals and track personal progress to increase student engagement in learning, and to increase student achievement. (Data Binders &/or Google Portfolios). **X Addresses missed system safeguard**	Student data binders Seesaw Digital data binders PRIDE Time Data goal sheets Classroom teachers Administrators		Student data binders, Seesaw portfolios, Google portfolios, Walkthrough observations	Formative and Summative Assessments

Classroom teachers will write and implement formative assessments in all content areas. Evidence of formative assessment will be demonstrated in lesson plans and classroom practice. Students will then use the data as a self-assessment tool and in goal-setting. **X Addresses missed system safeguard**	Classroom teachers Adminstrators Student Binders Formative Assessments		Lesson Plans, Formative Assessments results, Student Data Binders, Portfolios	Formative and Summative Assessments	
Teachers will provide students timely and descriptive feedback to guide student learning toward the intended learning target.	Classroom teachers		Student works samples with feedback shared at staff meetings, PLC meetings and vertical team meetings.	Student progress towards learning target as evidenced in Student Data Binder/ portfolio. Improved STAAR passing rates.	
Technology tools, programs, and devices will be integrated into student learning, student creations, and student applications of learning to increase engagement and achievement in all content areas.	Administrators, Teachers, and Counselor		Forethought evidence, lesson plans, walk-through visits, Seesaw, Dojo, Google Documents, Minecraft, and PDAS observations	Student work samples, projects, student creations, and demonstrations	
Special education student progress will be closely monitored and supported to insure achievement gains in the areas of reading, writing, math and science. **X Addresses missed system safeguard**	General Education Teachers Special Education Teachers Interventionists Administrators		AWARE reports Progress reports Observations Benchmarks	Benchmark results Student data binders Progress reports State assessment results	

WIG 2

By May 2016, McNair Elementary will increase student engagement and parent involvement as evidenced by an attendance rate of 97%, 10,000 volunteer hours, and 50% increase of social media activity in all domains.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
McNair will provide a variety of opportunities for parent and community involvement by hosting daytime and evening events: * Meet the Teacher Night * Guppy Camp * Commanders Connect Parent Orientation * Commander Dads * Grandparent's Week * Fall Festival * Pancake Dinner * Kinder Nursery Rhyme Olympics * Veteran's Day Program * Open House * College Day * Dance Party * Black Light Neon Day * Field Day * PTA Parent Education	Campus Administrators Teachers and Support Staff Counselor PTA		Photos of events Participation numbers Sign in logs	End-of-the-year Survey	
The McNair staff will increase and expand communications by utilizing digital technologies including: E-newsletters, Group Emails, Website enrichment, Twitter, Campus & Program Facebook Pages, Class DoJo Pilot, Seesaw Pilot, and School Messanger applications.	Administrators Teachers Faculty ITS		Digital evidence and Artifacts	End-of-the-year Survey	
The counselor, administrators and teachers will implement activities to educate students and parents about violence and anti-bullying prevention and intervention. We will post current information about this topic on our website.	Administrators Counselor Staff		Red Ribbon Week activities Bully Busters Program Kids with Character Program	Lesson Plans Artifacts	

Safety and security trainings and drills will be facilitated in accordance with district requirements, documented and reported.	Administrators Staff Bill Knight		Drill observation Evaluation District Review	Drill records
Schools Cannot Do It Alone; Parent and community volunteers will be actively sought and encouraged to participate at McNair.	Administrators, Teachers, Adopt-A-School Coordinator, Counselor, PTA		Volunteer Hours, Event Participation, PTA Meetings	Increased volunteer hours, and positive parent survey results.
Student engagement and involvement will be supported with the expansion of extracurricular opportunities including; Minecraft Club, McNews, Lego Club, Campus & District Honor Choir, Student Council, and Drama Kids.	Administrators, Teachers, Staff, and Parent Volunteers		Participation & Attendance, Performances, and Demonstrations	Attendance and participation increase, and positive parent and student survey results.
Complete two staff CHAMPS surveys	CHAMPS leadership team School staff		Staff surveys	Teacher survey results
Complete one grade level appropriate CHAMPS student survey & Gallup Student Poll - 5th Grade Students	CHAMPS leadership team Classroom teachers Counselor		CHAMPS student surveys Gallup Student Poll	Student survey results Gallup Student Poll results

McNair Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at McNair Elementary School conducted a comprehensive needs assessment for the 2015-2016 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, Droupout, 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.

2013-14, 2014-15 Accountability Summary Report	ELI, Kathy Richardson, and TELPAS Data
2013-14, 2014-15 Index 1, 2, 3, 4 Calculations and Data Tables	Benchmarks and Common Assessments
2013-14, 2014-15 Distinction Designation Data	
2013-14, 2014-15 Campus Comparison Group Data	
2013-14, 2014-15 System Safeguards	

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	Needs
	STAAR performance gaps must be addressed to insure the success of all students, especially students who are identified as economically disadvantaged and/or served in special program areas.
Performance Index Summary: Met Standard - Index Score of 85%	
	Math curriculum and assessment revisions necessitate ongoing instructional over-sight, alignment reviews, and progress monitoring to ensure student learning and mastery.
Distinction Earned: Postsecondary Readiness	
Student Progress: Met Standard	
Closing Performance Gaps: Met Standard	

Summary of Needs

Math curriculum and instructional alignment reviews will be conducted to ensure students in grades K-5 are provided appropriate learning and formative assessment opportunities prior to summative, and/or State assessment cycles.

Writing curriculum and instructional alignment reviews will be conducted to ensure students in grades K-5 are provided appropriate learning and formative assessment opportunities prior to summative, and/or State assessment cycles.

Science curriculum and instructional alignment reviews will be conducted to ensure students in grades K-5 are provided appropriate learning and formative assessment opportunities prior to summative, and/or State assessment cycles.

RtI strategies and targeted instruction/intervention will be provided to all students, across all contents areas, at Tier 1, 2, and 3. Improved Tier 1 instruction will result in increased student learning and mastery, and will be evident in formative and summative assessment results.

Comprehensive Needs Assessment

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.

Enrollment Patterns and Trends	PEIMS Report
Attendance Data	Demographer Report
TAPR Report	Accountability 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	Needs
	A rapidly expanding At-Risk population warrants additional supports and funding. We are at, or above, 38% Economically Disadvantaged.
Student enrollment steadily increased from 500 to 570 students, and stabilized in 2014-15.	
	The specialized needs of our Foster, Homeless, and Hearing Impaired students likewise warrants additional support and potential funding to support the health, well-being and development of each child.
All new teachers hired have ESL certification.	
Faculty effectively collaborate during PLC, RtI, 504, LPAC and ARD/IEP meetings to insure student needs are appropriately supported.	Ongoing professional development and parent training, in the area of understanding poverty and its impact to children, families and resiliency, is necessary.

Summary of Needs

McNair Faculty will require ongoing support and training to effectively provide for the educational, emotional, and social development of our expanding and diverse student populace.

RtI processes, training, and progress monitoring will continued to be refined to insure the needs of each child are appropriately managed.

PLC time will continue to be a priority and utilized to review data, progress, common assessments, and insure alignment of curriculum and instructional practices.

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Google Surveys - Staff - CLT - PTA	Parent Participation
Social Media Collaboration & Posts	Volunteer Activity & Hours
PTA Membership & Board Feedback & Input	Community Partnerships
CLT Feedback & Input	
Classroom and Campus Observations	

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	Needs
McNair has a positive and learner focused campus culture.	Careful attention and support must be provided to students who are identified as at-risk, economically disadvantaged, or served by special programs.
CHAMPS behaviors and expectations are understood and embraced by the faculty and students.	Underrepresented family involvement and engagement is an area of need.
A large percentage of parents are actively involved in PTA and on campus.	Increasing the authentic and active engagement of all learners, and most especially those who are at-risk, is a priority.
Faculty are deeply involved in leading and guiding the direction and decisions of the campus and programs.	

Summary of Needs

Empowering and supporting students, by increasing opportunities to provide input and feedback, is a priority. The Gallup Student Poll will be utilized in this effort.

Continued efforts and supports to increase parent and family involvement of historically underrepresented families will be targeted.

Effective communication involves a multiplatform and collaborative approach. Social media will be expanded with the launch of a campus Facebook page, Class DoJo, and SeeSaw digital pilots.

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.

Texas Education Agency - SBEC Certification Database	STAAR Performance Reports
PDAS Documentation	Instructional Walk-Through Observations and Data Trends
BOY-MOY-EOY Assessment Data	ELI & Kathy Richardson Data
RtI Data	

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	Needs
	Technology advances require constant awareness and ongoing professional development for faculty.
Teachers are Highly Qualified and certified.	
	Faculty and staff need ongoing training and support to effectively serve at-risk students and families.
All new teachers hold ESL certification.	
McNair faculty actively seek out and participate in professional development offerings at the campus and district level.	New teachers will need a campus mentor and support from campus administration, grade level, and/or department leaders.
Faculty use and integration of technology into learning has substantially increased.	
Faculty use and integration of social media into professional learning and collaboration has increased.	

Summary of Needs

Fostering a learning environment which makes room for the growth and development of all members is critical to our success.

Faculty will be provided ongoing training cycles in the area of "Understanding Poverty" and its impact to child growth, development and resiliency.

Faculty will be provided continuous training and support as we move forward with technology pilots and the expansion of digital learning and expression.

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.

Eduphoria - Forethought lesson planner evidence	Eduphoria - Aware data
Denton ISD Scope & Sequence	ELI & Kathy Richardson data
UbD Units of Study	Common assessment data
STAAR Performance Data	Instructional walk-through observations

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	**Needs**
Intervention programs, such as Reading Recovery, Literacy Groups, and Math Intervention are critical to closing learning gaps and supporting at-risk student success.	UbD Units of Study must be integrated across all content areas, K-5.
Tier 1 RtI strategies are integrated into learning and instruction at the classroom level.	Aligned instructional practices and curriculum decisions are needed.
Daily 5, Café, and Math Workshop strategies are expanding across campus, and positively impacting student learning.	Executing effective assessment practices at the formative and summative level is required if students are to be successful academically.
Student engagement is active and supported with the integration of digital and technology based learning opportunities.	

Summary of Needs

Ongoing professional development in the areas of UbD integration and assessment practices is required to insure student learning, mastery and achievement.

PLC training and support is required to ensure all PLCs operate with a high level of cohesion, collaboration, and common goals.

Continued professional development is critical to the success of all technology initiatives and pilots.

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.

PTA membership

Volunteer hours

CLT participation

Parent and family participation in school events

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	Needs
Parent involvement in orientation events, family science night, PTA meetings, and Open House.	Engaging and supporting at-risk families is an ongoing challenge and goal.
Volunteers logged more than 6,000 hours in 2014-15.	
Community partnerships expanded with the creation of the Minecraft Club and included participation by UNT, TAMS, parents, faculty, and students.	

Summary of Needs

Targeted, intentional focus must be directed towards increasing the active engagement and participation of at-risk families, especially those who are designated as economically disadvantaged.

Expanding community partnerships is essential, if we are to provide appropriate services and supports for all students and families, but especially those who are designated as at-risk.

Increasing connections & partnerships between higher education (TWU & UNT) and the campus will be critically important to the forwarding of our campus goals and initiatives.

Comprehensive Needs Assessment

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.

Campus Master Schedule	Team Leaders meeting agendas - minutes
FLEKS Intervention Schedule	Faculty Meeting agendas - minutes
PLC artifacts - agendas - minutes	Duty Schedules
RtI Committee meeting agendas - minutes	Interventionist Schedules
Campus Leadership Team meeting agendas - minutes	

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	Needs
Team Leaders and the Campus Leadership Team work collaboratively in support of the campus and district mission, vision and goals.	An RtI written flow of process, to guide teachers and faculty, is needed.
PLCs are operational and highly functional across all grade levels and departments.	Ongoing RtI training and support, especially in the area of behavior interventions, is needed.
The RtI Committee works harmoniously and effectively in support of teacher and student need.	

Summary of Needs

Continued refinement and alignment of RtI practices, with the goal of a written flow of process to guide teachers and faculty in the RtI process.

Professional development and support to increase and expand Tier 1 instructional practices, with special interest in the area of behavior interventions and strategies.

Comprehensive Needs Assessment

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.

TIA Conference Attendance	iPad and Chrome Pilots
Observations of Technology Integration	Campus Professional Development Evidence
Social Media Evidence	VERSO Evidence
Techy Team Participation	Google Drive Evidence

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	Needs
	Financial resources to purchase technology devices, software, and to provide staff and student support services.
Social media is widely used across campus; Twitter, Facebook, Website	
	Financial resources to support technology professional development, travel, and housing to attend the TCEA conference.
Technology Pilots; Google Chrome, iPad, Class DoJo, and SeeSaw	
TIA Conference Participation - One of the highest campus participation rates.	
Google Drive Expansion & Collaboration	
TCEA Conference Team: 11 in Total	
Bring Your Own Device Pilot	
iPad and Chrome Pilots	

Summary of Needs

Continued professional development and support to expand current and future technology initiatives and pilots; Examples Google Drive, iPad, Chrome, VERSO, Social Media, Class DoJo, and SeeSaw.

Funds to purchase additional iPads, Chrome Books, and apps to facilitate student learning.

Expansion of digital student portfolios; SeeSaw

Expansion of technology based behavior management/parent communication modalities; Class DoJo

Comprehensive Needs Assessment Summary of Priority Needs
McNair Elementary

Demographics:

McNair Faculty will require ongoing support and training to effectively provide for the educational, emotional, and social development of our expanding and diverse student populace.

RtI processes, training, and progress monitoring will continued to be refined to insure the needs of each child are appropriately managed.

PLC time will continue to be a priority and utilized to review data, progress, common assessments, and insure alignment of curriculum and instructional practices.

Student Achievement:

Math curriculum and instructional alignment reviews will be conducted to ensure students in grades K-5 are provided appropriate learning and formative assessment opportunities prior to summative, and/or State assessment cycles.

Writing curriculum and instructional alignment reviews will be conducted to ensure students in grades K-5 are provided appropriate learning and formative assessment opportunities prior to summative, and/or State assessment cycles.

Science curriculum and instructional alignment reviews will be conducted to ensure students in grades K-5 are provided appropriate learning and formative assessment opportunities prior to summative, and/or State assessment cycles.

RtI strategies and targeted instruction/intervention will be provided to all students, across all contents areas, at Tier 1, 2, and 3. Improved Tier 1 instruction will result in increased student learning and mastery, and will be evident in formative and summative assessment results.

School Culture and Climate:

Empowering and supporting students, by increasing opportunities to provide input and feedback, is a priority. The Gallup Student Poll will be utilized in this effort.

Continued efforts and supports to increase parent and family involvement of historically underrepresented families will be targeted.

Effective communication involves a multiplatform and collaborative approach. Social media will be expanded with the launch of a campus Facebook page, Class DoJo, and SeeSaw digital pilots.

Teacher Quality:

Fostering a learning environment which makes room for the growth and development of all members is critical to our success.

Faculty will be provided ongoing training cycles in the area of "Understanding Poverty" and its impact to child growth, development and resiliency.

Faculty will be provided continuous training and support as we move forward with technology pilots and the expansion of digital learning and expression.

Curriculum, Instruction and Assessment:

Ongoing professional development in the areas of UbD integration and assessment practices is required to insure student learning, mastery and achievement.

PLC training and support is required to ensure all PLCs operate with a high level of cohesion, collaboration, and common goals.

Continued professional development is critical to the success of all technology initiatives and pilots.

School Content and Organization:

Continued refinement and alignment of RtI practices, with the goal of a written flow of process to guide teachers and faculty in the RtI process.

Professional development and support to increase and expand Tier 1 instructional practices, with special interest in the area of behavior interventions and strategies.

Family and Community Involvement:

Targeted, intentional focus must be directed towards increasing the active engagement and participation of at-risk families, especially those who are designated as economically disadvantaged.

Expanding community partnerships is essential, if we are to provide appropriate services and supports for all students and families, but especially those who are designated as at-risk.

Increasing connections & partnerships between higher education (TWU & UNT) and the campus will be critically important to the forwarding of our campus goals and initiatives.

Technology:

Continued professional development and support to expand current and future technology initiatives and pilots; Examples Google Drive, iPad, Chrome, VERSO, Social Media, Class DoJo, and SeeSaw.

Funds to purchase additional iPads, Chrome Books, and apps to facilitate student learning.

Expansion of digital student portfolios; SeeSaw

Expansion of technology based behavior management/parent communication modalities; Class DoJo

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	John Harris
2) Classroom Teacher	Sheryl Spikes
3) Classroom Teacher	Jessica Hawkins
4) Classroom Teacher	Nicole Sefcik
5) Classroom Teacher	Shannon Koch
6) Classroom Teacher	Julie Van Pelt
7) Campus-based Nonteaching Professional	Deanne Harrup
8) Campus-based Paraprofessional and Operations Staff	Jennifer Pike
9) District-level Professional	Dwight Goodwin
10) Parent	Eric Fritsch
11) Parent	Teresa Hudson
12) Community Member	Dr. Kimberly Miloch
13) Community Member	Larry Cano
14) Business Representative	Kristin Young
15) Business Representative	Sandy Metzler

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	Sept. 30, 2015	3:45 p.m.	Library
2	Dec. 9, 2016	3:45 p.m.	Library
3	March 23, 2016	3:45 p.m.	Library
4	May 25, 2016	3:45p.m.	Library

2015-2016
Campus Improvement Plan
for
Newton Rayzor Elementary School - An IB World 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.

Newton Rayzor Elementary School - An IB World School's Mission Statement

We will empower all learners to be self-motivated, internationally-minded participants in a global society.

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
Newton Rayzor Elementary School - An IB World School

Progress Report Date:

WIG 1

Increase student, parent and staff engagement in the IB Programme through the expansion of transdiciplinary teaching and learning by moving from "not evident" to "evident" as measured by the IB Programme evaluation guide and self-study questionnaire: Standard C3.1b (Teaching and Learning) by August 2016. Check points through the year will be December and April/May.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide professional development in the area of transdiciplinary teaching and learning and inquiry during TIBS training in July, 2015 in Carrollton, Texas. TI $8,000.00	IB Coordinator Teachers Attending Conference	X X	1 4	IB Certification of Completion August: Sent 21 staff members to Carrolton, Texas	POI	**Sept** **July**
Use interventionists to provide staff development to kindergarten to fifth grade in integration of balanced literacy into the IB Planners TI $60,000 FTE 1.0 SCE $60,000 FTE 1.0	Principal Reading Recovery/DLL Teachers IB Coordinator Math Interventionist Math Coach Science Coach Kindergarten through 5th GradeTeachers	X X	2 4	Meeting Minutes Walk Through Data Lesson Plans and IB Planners IBC Meeting Minutes	ELI/SELI End of Year Growth	**Oct** **Dec** **Apr**
Continue to infuse the elementary curriculum, bilingual/esl and special education departments into a coaching format to attend and support NRE teachers and staff in continued development of the IB Programme campus-wide. **X Addresses missed system safeguard** TI $1,000.00	Principal Director of Elementary Elementary Curriculum Coordinators Bilingual/ESL Coordinator Special Education Supervisor Instructional Coaches	X X	4 10	Conference Notes Documentation from IBCs Frequent visits from the bilingual department.	Walk Through Data	**Sept** **Nov** **Apr**

Implement a volunteer program called SOS (Support our Students) based on the Watch Dog Program	Parent Volunteers Laura Benjamin Administration PTA TI $425.00	X	6	Schedule of Parent Volunteers	Increased Parent Campus Involvment	**Oct** **Jan** **May**
Add 24 Chromebooks® to 4th and 5th grades in order to provide tools for research.	Principal Assistant Principal** Technology Consultant TI $14,000.00	X X	1 2	Meeting Agendas Schedule of Consultant	Slate Check-Out Record Walk Through Data	
Increase communication from school to home and home to school through personal phone calls, parent/teacher/student conferences, IB Newsletters, Teacher Newsletters, Special Area/Special Programs Newsletters, Call Outs in English and Spanish, electronic school calendar, social media (Facebook and Twitter)	Principal Assistant Principal Teachers PTA	X	6	Newsletters Conference Notes Social Media Feedback	Response from Parent Surveys Response from Parent interviews	**Oct** **Nov** **Apr**
Provide staff development through online Concept -based Learning workshops.	K-5 teachers IB Coordinator TI $3,600.00	X	4	Certificate of Completion Worshop Fee	IB Planners	**Oct** **Feb**
Increase the inventory of Library/Media center as it relates to IB materials, practice, unit planners, second language texts and mother tongue materials	Librarian TI $10,000.00	X	1	Purchase Orders	Librarian Report	**Oct** **Nov** **Feb**
Provide field trips related to IB units of study for the purpose of front-loading, provocations, investigations and inquiry	Team Captains TI $12,000.00	X	3	IB Planners	Summative Assessment for IB Planners	**Sept** **Nov** **Apr**

Conducting IB Family Science Night, IB Family Literacy Night, IB Family Math Night, and Exhibition to promote transdiciplinary learning	IB Coordinator Special Program Teachers Math Coach Campus Instructional Coaches TI $425.00	X X	1 6	Sign in Sheets Participation Counts	Increased Parent involvement	**Sept** **Jan** **May**
Update the use of technology to enhance transdiciplinary instruction Nook HD Cart Mini Nook HD Cart Mini IPads for Teachers	Principal	X X	1 2	Purchase Orders	Walk Through Data	**Oct** **Jan** **May**
Conduct IB Orientation, IB Parent Information Night and Exhibition Night to promote IB and transdiciplinary learning	IB Coordinator TI $425.00	X X	1 6	Sign In Sheets Head Counts IB Commitment Agreement	Increase in parent's understanding of IB, campus involvement and support.	**Sept** **Jan** **May**
Use IB Coordinator and campus coaches to work with Pre-K - 5 teachers in the area of transdiciplinary learning, learning targets and class management **X Addresses missed system safeguard**	Principal Assistant Principal Campus Instructional Coaches Pre-k - 5th Grade Teachers TI $500.00	X X	4 9	Meeting Agendas Planners Road Maps	PDAS of Coached Teachers compared to last year	**Sept** **Nov** **Apr**
Use transdiciplinary expert to work with teachers through PD and side by side learning and teach assessment through this process; add IB materials to support this learning **X Addresses missed system safeguard**	Principal IB Coordinator Teachers and Staff Campus Instructional Coaches	X X	4 8	Power Points Cooching Schedule Meeting Notes Sign In Sheets	POI Summative Assessments from POIs	**Sept** **Nov** **Apr**

Provide in-class support for assessment	Principal K-2 Teachers TI $2,100.00 $2,100.00 $2,100.00	<u>X</u>	9	Substitute Paperwork	ELI/SELI Kathy Richardson Walk Through Data	**Sept** **Jan** **May**
Conduct IBCs to work on transdiciplinary teaching and learning	Principal Assistant Principal IB Coordinator Instructional Coaches Teachers Staff	<u>X</u> <u>X</u>	4 8	IBC Agendas IBC Notes	All Assessment Data (STAAR, ELI, SELI, Kathy Richardson)	**Oct** **Dec** **Apr**
Conduct POWER IBCs to work on transdiciplinary teaching and learning	All Staff $1,200.00	<u>X</u>	3	Power IBC Agendas and Notes	All Assessment Data (STAAR, ELI, SELI, Kathy Richardson	**Sept** **Nov** **Apr**
Provide Team Captain "retreat" to assess the 2015-2016 school year and plan for the 2016-2017 school year.	Principal Assistant Principal IB Coordinator Campus Instructional Coach Team Captains CLT Members	<u>X</u>	8			**Oct** **May**
Rewrite "Where we are in Place and Time" and "Sharing the Planet" (spring); Integrate writing throughout the planners K-2 one type of writing in 5 planners and 3-5 teachers, all types of writing once each semester for the 5 major purposes for writing nonfiction—to inform, to instruct, to narrate, to persuade, and to respond (purchase need materials from this series)	Classroom Teachers IB Coordinator Classroom Teacher	<u>X</u> <u>X</u>	1 2	Planners	Planner Overview	**Oct** **Nov** **Apr**

Principal, assistant principal and IB Coordinator read through planners, put in thoughts then meet with each team to review their comments	Principal IB Coordinator	X̲	9	IB Planners	Final Planner with Writing Integrated.	**Oct** **Dec** **Apr**

WIG 2

Provide classroom supplemental support to engage at risk students, in order to increase the passing rate of STAAR by 5% in overall reading, mathematics and 10% in science.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide after school programs that collaborate with NRE and staff (CIS) **X Addresses missed system safeguard**	Principal Laura Benjamin Involved Teachers CIS Staff	X̲	10	Schedule of after school programs attendance sheets	STAAR, ELI, SELI, Kathy Richardson	**Sept** **Jan** **Apr**
Continue reading intervention programs including funding of Reading Recovery/DLL and 2-5 reading and K-5 math interventionist/coach and science interventionist/coach **X Addresses missed system safeguard**	Principal RR/DLL Teacher Leaders Assistant Principal Reading Recovery/DLL Teachers 3/5 Reading, Science and Math Campus Instructional Coaches	X̲	9	RR Program Monitoring Lesson Plans Teacher Schedules	PDAS, ELI, SELI, Kathy Richardson, STAAR	**Sept** **Jan** **Apr**
Use highly qualified teacher for additional STAAR tutoring **X Addresses missed system safeguard**	Assistant Principal Teachers Campus Instructional Coaches	X̲	5	Schedule of Services	STAAR Data	**Oct** **Jan** **Apr**
Sustain the Implementation of Exportation of Nonfiction Writing.	Teachers TI $1,200.00	X̲	3	Monitoring IMP Charts Rubrics Writing Samples in Data Binders	STAAR Progression in writing Samples	**Sept** **Nov** **Apr**
In class counseling lessons in order to support the children in the area of test axiety	Counselor TI $2,400.00	X̲	9	Yearly Plan	Teachers, parents and student quesionaires	**Sept** **Nov** **Apr**

Campus Improvement Plan
Newton Rayzor Elementary School - An IB World School

WIG 3

Increase student engagement in the IB Program through the expansion of high quality, appropriate assessment by moving from "not evident" to "evident" as measured by the IB Programme evaluation guide and self-study questionnaire: Standard C3.1b (Teaching and Learning) by August 2016. Check points through the year will be December and April/May.

Lead (Action Steps)	Persons Responsible/Resources	TI	SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Use district/campus experts to provide staff develop for kindergarten and first grade in integration of high quality, appropriate assessment	Principal Consultant/Coaches Kindergarten and First Grade Teachers	X X	4 8	Meeting Minutes Walk Through Data Lesson Plans and IB Planners IBC Meeting Minutes	ELI/SELI End of Year Growth	**Oct** **Jan** **Apr**
Use transdiciplinary experts to work with teachers through PD and side by side learning and teach assessment through this process	Principal Campus Instructional Coaches Staff	X X	4 8	Meeting Minutes Walk Through Data Lesson Plans and IB Planners IBC Meeting Minutes	Planners, Common Assessments, ELI, SELI, Kathy Richardson, STAAR	**Oct** **Dec** **Apr**
Use district/campus experts to continue professional development in the area of assessment for learning. 1. Provide an understandable vision of the learning targets for assessment literacy. 2. Use models of strong and weak assessment work. 3. Offer descriptive feedback instead of evaluation regarding assessment practices. 4. Help teachers self-assess, keep track of their learning, and set goals for their own assessment literacy. Gusky, Thomas R. (2009-06-01). The Principal as Assessment Leader (p. 12). Ingram Distribution. Kindle Edition.	Principal Assistant Principal Campus Instructional Coaches IB Coordinator TI $1,600.00	X X X	4 8 9	Meeting Minutes Walk Through Data Lesson Plans and IB Planners IBC Meeting Minutes	Planners, Common Assessments, ELI, SELI, Kathy Richardson, STAAR	**Oct** **Jan** **Apr**

Strategy	Person Responsible			Formative	Summative	Timeline
Conduct IBCs to work on assessment for learning	Principal Assistant Principal IB Coordinator Campus Instructional Coaches Teachers Staff	X X	8 9	IBC Agendas IBC Meeting Notes	Assessment Data (STAAR, ELI, SELI, Kathy Richardson) Assessment Samples	**Sept** **Jan** **May**
Conduct POWER IBCs to work on assessment for learning	Principal Assistant Principal IB Coordinator Teaching and Learning Coach Teachers Staff $400.00	X X	8 9	Substitute Log IBC Agendas IBC Meeting Notes	Assessment Data (STAAR, ELI, SELI, Kathy Richardson) Assessment Samples	**Sept** **Jan** **May**
Pay interventionist and IB Coordinator for Extra Duty Pay with the goal of improving our Programme of Inquiry.	Principal IB Coordinator TI $4,000.00	X	4	Time Sheets Pay Checks	Assessment Data (STAAR, ELI, SELI, Kathy Richardson) Assessment Samples Walk Through Data PDAS	**Oct** **Dec** **May**
Implement and maintain Student Data Binders in order for the students to take on their own knowledge about their own self assessment (Hattie, 2010).	Teachers Principal Assistant principal TI $1,000.00	X	1			**Oct** **Jan** **Apr**

Newton Rayzor Elementary School - An IB World School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Newton Rayzor Elementary School - An IB World School conducted a comprehensive needs assessment for the 2015-2016 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.

Comprehensive Needs Assessment

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, Droupout, 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.

STAAR	LEP Report
Kathy Richardson	TELPAS
Promotion/Retension Rates	NNAT
Student Survey	Teacher Survey
	Parent 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	Needs
Writing Scores	Increase STAAR Science scores
IB Learner Profile	Focus on rewriting two new planners to incorporate best practices that focus on assessment and learning targets.
IB Philosphy	

Summary of Needs

The year we have added a science coach to support stand alone lessons and integrate science TEKS at all grade levels.

Focusing on the 2 new planners will assist in incorporating best practices through integrating of all subjects and assessment.

Comprehensive Needs Assessment

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.

Enrollment - eschool Plus Report

Attendance - eschool Plus Report

Eschool Plus: gender

Ethnicity: eschool Plus Report

At-Risk: Eschool Plus 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	**Needs**
Increased enrollment	Differences between transfers and in zone students
Campus Diversity	
Growth from IB	
Waiting List for IB	

Summary of Needs

Our focus is do a better job this year of educating our parents and community that live within our zone about our IB program.

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Student Survey	PTA Feedback
Parent Survey	Individual interviews
Teacher Survey	
Parent COnferences	
Walkthroughs	

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	Needs
Students love learning	More playground equipment
Caring Staff	More technology
Strong relationship among staff	
Administration and staff are approachable	
Warm environment	

Summary of Needs

Our goal is to purchase more technology for student access and get funding to provide additional playground equipment.

Comprehensive Needs Assessment

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.

Teacher Certification	Special Programs Qualification for EXPO
Staff Effectiveness - STAAR, ELI, SELI, Kathy Richardson	
Professional Development Questionnaires	
Teacher Questionaires	
Para Qualification	

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	Needs
	More PD on assessment, learning targets, and integration of all subjects
Teachers are certified in their specific field of teaching	
Staff are learneres	Building cohesive teams
Teachers like coming to work	

Summary of Needs

Grade level teams were reconfigure to build more cohesive teams. Staff will receive more professional development on assessment, learning targets, and integration.

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.

IB Scope and Sequence

IB Planners

IB Self Study

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   **Needs**

Learner Profile   Assessment PD and implemetation

Commitment to IB   Integration of all subjects areas into the planner

Summary of Needs

Professional development in the area of assessment and integration.

Comprehensive Needs Assessment

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.

Family and Community Participation Counts	Student Surveys
Parent Volunteer Data	
Individual Conferences	
Parent and Community Partnership Data	
Parent 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 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

Parents feel comfortable speaking with teachers and
administrators

More PTA Support

Partnerships with First Baptist, Highland Park Church,
Washit Kwik, Carrico Realty

SOS Team (Supporting our Kids)

Parent Volunteers

Needs

Communication with the community

Summary of Needs

We will work to increase the communication between our school and community through the use various forms of social
media as well as being more visible in our community.

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.

Teacher Survey	Communication
Student Survey	Program Support
Master Schedule	
Duty Roster	
Parent Survey	

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	**Needs**
	More after school program support to assist our at risk students
Communication between teachers and administration	
Program Support	
Supervision	

Summary of Needs

We need assistance to maintain an adequate amount of after school programs and staff to provide additional support to tutor and assist our at risk students after school.

Comprehensive Needs Assessment

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.

Technology Hardware and Software

Technology Policy

Resource Allocation

IB Scope and Sequence

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   **Needs**

Projectors in all Classrooms   Addition Cart of Nooks

IPADs for current teachers   Additional Cart of Chromebooks

Chromebook and Nook Cart   IPADs for new teachers

Summary of Needs

We need IPads for the new teachers on staff. We also need an additional Nook and Chromebook cart to allow more students access to technology.

Comprehensive Needs Assessment Summary of Priority Needs
Newton Rayzor Elementary

Demographics:

Our focus is do a better job this year of educating our parents and community that live within our zone about our IB program.

School Culture and Climate:

Our goal is to purchase more technology for student access and get funding to provide additional playground equipment.

Curriculum, Instruction and Assessment:

Professional development in the area of assessment and integration.

School Content and Organization:

We need assistance to maintain an adequate amount of after school programs and staff to provide additional support to tutor and assist our at risk students after school.

Student Achievement:

The year we have added a science coach to support stand alone lessons and integrate science TEKS at all grade levels.

Focusing on the 2 new planners will assist in incorporating best practices through integrating of all subjects and assessment.

Teacher Quality:

Grade level teams were reconfigure to build more cohesive teams. Staff will receive more professional development on assessment, learning targets, and integration.

Family and Community Involvement:

We will work to increase the communication between our school and community through the use various forms of social media as well as being more visible in our community.

Technology:

We need IPads for the new teachers on staff. We also need an additional Nook and Chromebook cart to allow more students access to technology.

Newton Rayzor Elementary School - An IB World School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Reading/English Language Arts

			STAAR Results					
			Level II: Satisfactory Phase-in 1			Level III: Advanced		
Grade	Group	Tested	2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
3	All	106	86	81	85	28	26	35
3	HI	23	16	70	70	1	4	7
3	AA	10	3	30	50	1	10	15
3	Wh	69	58	92	96	23	37	40
3	2+	5	5	100	100	3	60	65
3	SED	46	33	72	75	10	22	30
3	SPED	8	2	25	50	0	0	
3	LEP	10	5	50	70	0	0	
3	LEP M1	0						
3	LEP M2	0						
4	All	86	58	67	75	21	24	30
4	HI	15	6	40	70	2	13	18
4	AS	6	4	67	75	1	17	20
4	AA	9	3	33	50	0	0	
4	Wh	53	43	81	86	18	34	40
4	SED	30	15	50	70	1	3	10
4	SPED	12	2	17	50	2	17	20
4	LEP	10	4	40	75	1	10	15
4	LEP M1	0						
4	LEP M2	0						

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
5	All	74	57	77	85	17	23	28
5	HI	20	17	85	90	4	20	25
5	AA	10	7	70	75	0	0	
5	Wh	39	29	74	85	9	23	28
5	SED	40	26	65	75	1	3	
5	SPED	10	2	20	50	0	0	
5	LEP	7	5	71	80	0	0	
5	LEP M1	0						
5	LEP M2	0						

Newton Rayzor Elementary School - An IB World School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Writing

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
STAAR Results								
4	All	87	62	71	75	8	9	15
4	HI	14	11	79	85	0	0	10
4	AS	7	6	86	90	0	0	10
4	AA	10	4	40	60	0	0	10
4	Wh	53	40	75	80	8	15	20
4	SED	31	17	55	70	0	0	10
4	SPED	13	4	31	50	1	8	15
4	LEP	9	7	78	85	0	0	10
4	LEP M1	0						
4	LEP M2	0						

Newton Rayzor Elementary School - An IB World School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Mathematics

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

Newton Rayzor Elementary School - An IB World School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

<u>Science</u>

			STAAR Results					
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
5	All	67	39	58	70	4	6	10
5	HI	16	10	63	75	1	6	10
5	AA	10	3	30	50	0	0	0
5	Wh	37	22	59	70	2	5	10
5	SED	35	12	34	50	1	3	10
5	SPED	9	2	22	45	0	0	10

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Sarah Merriweather
2) Classroom Teacher	Ashley Poe
3) Classroom Teacher	Ivonne Huynh
4) Classroom Teacher	Ashley Sembroski
5) Classroom Teacher	Jessica Akin
6) Classroom Teacher	Sandra Mercado
7) Campus-based Nonteaching Professional	Shelly Panter
8) Campus-based Paraprofessional and Operations Staff	Martha Castro
9) District-level Professional	Marcia Kellum
10) Parent	Kate Landdeck
11) Parent	Olivia Lillely
12) Community Member	Cindy Venables
13) Community Member	Patsy Bateman
14) Business Representative	Mike Woodson
15) Business Representative	Bruce Walker

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	9/10/2015	3:30-5:30	IBC Professional Development Room
2	10/1/20115	3:30-5:00	IBC Professional Development Room
3	11/5/2015	3:30-5:00	IBC Professional Development Room
4	12/3/2015	3:30-5:00	IBC Professional Development Room
5	1/7/2016	3:30-5:00	IBC Professional Development Room
6	2/4/2016	3:30-5:00	IBC Professional Development Room
7	3/3/2016	3:30-5:00	IBC Professional Development Room
8	4/7/2016	3:30-5:00	IBC Professional Development Room

9	5/5/2016	3:30-5:00	IBC Professional Development Room
10	5/19/2016	8:30-2:30	IBC Professional Development Room
11	5/20/2016	8:30-2:30	IBC Professional Development Room

2015-2016
Campus Improvement Plan
for
Olive Stephens 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.

Olive Stephens Elementary School's Mission Statement

"Building a Community of Learners for Life"

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.

Progress Report Date:

WIG 1

Through the implementation of engaging, high quality Tier 1 instructional practices, the percentage of Stephens Elementary students who receive regular intervention will decrease by 10% between September 2015 and June 2016, as evidenced by district and campus level formative/summative assessments in the areas of reading, writing, mathematics, and science.

Lead (Action Steps)	Persons Responsible/Resources	TI	SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Hold CLT meeting to review the results of CNA Subcommittees (May 2015)	Results/Priorities from CNA; CLT Committee Members	X X	1 8	CLT Agenda and Meeting Minutes; Sign-In Sheet	Draft of Campus CNA	
Staff Development on Diversity and Engaging Students with Poverty in Mind (August 2015)	Engaging Students with Poverty in Mind Literature; Campus Administration; Diversity Handouts from July Leadership Academy	X X X	1 2 4	Staff Development Handouts	Higher Level Tier One Instructional Practices as observed during walkthroughs and PDAS	
Staff Development on Assessment Literacy for 2015-2016 (Beginning August 2015)	Seven Strategies Literature; Literacy Assessment Walkthrough Form; Handouts; Campus Administration	X X	2 4	Staff Development Agendas; Faculty Meeting Agendas; Staff Handouts	Learning Targets/Strong and Weak Work Examples observed during classroom walkthroughs and PDAS	
Monthly Follow-Up of Literacy Assessment Artififacts (strong/weak examples from staff)	Seven Strategies Literature; Campus Administration; Staff Members	X X X	2 3 4	Meeting Agendas; Artifacts shared;	Higher Level Tier One Instructional Practices as observed during walkthroughs and PDAS.	
Grade Level PLC Meetings	Student Data; Work Samples; Assessments; Essentials/TEKS; Grade Level Teams	X X	4 8	PLC Meeting Agendas and Minutes Shared via Google Docs; Observation	Continued Work on Literacy Assessment; Creation of Rubrics; SMART Goals	

Establishment of Grade Level SMART Goals for 2015-2016 in the Areas of Reading, Math, Science and Writing	Essential Learning Standards determined by the grade level; Assessment Data; Grade Level Teams	X 1 X 2 X 4	PLC Meeting Agendas and Minutes; SMART Goals Shared via Google Docs; Observation	Creation of SMART Goals; Vertical Alignment of Essentials	
Vertical Curriculum PLC Meetings in Reading, Writing and Math	Specific Assessment Data related to content area; Essential Learnings determined by the teachers; Team Created Rubrics; Grade Level Teachers; Math Interventionist; Reading Recovery Teacher; Writing Team Chairs	X 2 X 3 X 8	PLC Meeting Agendas and Mintues; Observation	Continued Collaboration of Strong/Weak Student Work; Vertical Alignment of Content; Continued Creation of Rubrics for Data Binders	
Daily "Accelerated Instruction" provided for all K-5 students in the classroom setting	Various Assessment Data; Student Data Binders; Instructional Materials to meet needs of the students; Grade Level Teachers; Math Paraprofessionals; Math Coach; TI $20,000 FTE 1 TI $20,000 FTE 1	X 3 X 9	Observation; PLC Agendas and Meeting Minutes; Learning Targets for students in their data binders	Higher Level Tier One Instructional Practices as observed during walkthroughs and PDAS	
Utilize Classworks, CC Pensive and other online programs to help meet the needs of all students	Classworks Program; CC Pensive; Computer Labs; Various Assessment/Screener Data; Grade Level Teachers	X 9 X 10	Computer Lab Schedule; Classworks Reports; CC Pensive Notes; Observation	Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	
Provide coaching/modeling by the 1/2 time Math Interventionist to target needs of students	STAAR Data from 2014-2015; Various Common Assessment Data; Classworks Screener Data; Jenny Goodwin (Interventionist) SCE $30,000 FTE .5	X 3 X 9	Math Interventionist Schedule; Observation; Grade Level and Vertical PLC Agendas and Meeting Minutes; Student Data Binders	Higher Level Tier One Instructional Practices as observed during walkthroughs and PDAS; Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	

Provide coaching/modeling by the 1/2 time Reading Interventionist to target needs of students	STAAR Data from 2014-2015; Various Common Assessment Data; Classworks Screener Data; Mardee Rayner (Interventionist) SCE $30,000 FTE .5	X	3	Reading Interventionist Schedule; Observation; Grade Level and Vertical PLC Agendas and Meeting Minutes; Student Data Binders	Higher Level Tier One Instructional Practices as observed during walkthroughs and PDAS; Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	
		X	9			
Provide modeling by the Reading Recovery teacher in grades Pre-K through 2nd to enhance strategies that meet the needs of all students.	ELI Data; Common Assessment Data; Running Record Data; Student Data Binders; Nicole Berg (Literacy Specialist) SCE $30,000 FTE .5	X	3	Literacy Specialist Schedule; Observation; Grade Level and Vertical PLC Agendas and Meeting Minutes; Student Data Binders	Higher Level Tier I Instructional Practices as observed during walkthroughs and PDAS; Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	
		X	7			
		X	9			
All New Teachers of Mathematics Attend Math Workshop Training	Workshop Materials and Literature; District Curriculum Department	X	4	Eduphoria Registration; Observation;	Higher Level Tier One Instructional Practices as observed during walkthroughs and PDAS; Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	
Host Academic Nights for All Grade Levels (Grade Level Info Nights in August/September 2015 to introduce goals for the year) Additional nights for reading, science and math will be held throughout the year.	Grade Level Teams;	X	6	Sign-In Sheets; Presentations from Grade Levels; Handouts;	Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	
		X	7			
Attend Daily 5 and Café Training To Enhance Instructional Practices in the area of Literacy (September 2015)	Campus Administration; Grade Level Reps; $2,500 Registration Funding for Teachers; $500 Admin Registration Funding (Both Title)	X	1	Conference Registration	Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	
		X	2			
		X	4			
Purchase New Reading Intervention Materials to Support and Assist Student Needs	Campus Administration; $2000 Student Supplies Funding (Title)	X	2	Purchase Order	Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	

Daily Implementation of New Reading Intervention Materials to Support Student Needs	Grade Level Teachers; Reading Interventionist	X	3	Running Records; Student Assessment Data	Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	
		X	9			
		X	10			
Utilize Math Paraprofessionals in Grades K-2 and 3-5 Daily to Assist with the Needs of Students	Campus Administration	X	1	Intervention Schedule; RtI Data; Assessment Data	Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	
		X	3			
		X	9			
Purchase Supplemental Instructional Materials to support students in the classroom in Pre-Kindergarten through 5th Grade	Campus Administration; Grade Level Teams; $6500 Student Supplies Funding (Title)	X	2	Purchase Orders	Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	
		X	9			
Purchase Professional Resources for Teachers to utilize on instructional strategies and assessment practices (Daily 5 and Engaging Students with Poverty in Mind)	Campus Administration; $2500 Staff Development Supplies Funding (Title)	X	1	Purchase Orders	Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	
		X	2			
Utilize substitutes in the classrooms to allow for teachers to attend professional development opportunities and provide days for teachers to discuss data and assessment	Campus Administration; $3000 Substitute Funding (Title)	X	4	Educational Leave Requests	Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	
		X	8			
Implementation of Literacy Assessment Walkthrough Form to Specifically Focus on Learning Targets and Use of Strong/Weak Examples in the Classroom Setting	Campus Administration; Coaches	X	3	Walkthrough Data; Walkthrough Form; Observation	Higher Level Tier One Instructional Practices as observed during walkthroughs and PDAS; Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016	
Implementation of New Reading Paraprofessional in Grades 3-5 to support and address daily needs of students	Campus Administration; Elizabeth Davis (paraprofessional)

TI $10,000   FTE   .5 | X | 1 | AppliTrack Docs | Improvement of Student Achievement as evidenced by walkthroughs and campus-level assessment results for 2015-2016 | |
| | | X | 5 | | | |
| | | X | 9 | | | |

Allow Teachers to Attend Additional PD Opportunities for Targeted Areas of Instructional Needs	Campus Administration; Grade Level Teachers; $750 Staff Registration Funding (Title)	<u>X</u> 4			

Campus Improvement Plan
Olive Stephens Elementary School

WIG 2

As evidenced by district and state assessment reports between the dates of July 2015 to July 2016, the students identified in the Stephens Elementary subgroups will increase academic success/proficiency by 10% in all assessed content areas.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Hold CLT meeting to discuss results of CNA (May 2015)	Results/Priorities from the CNA; CLT Committee Members	X X	1 8	CLT Agenda and Meeting Minutes	Initial Draft of Campus WIGs and CIP for 2015-2016	
Staff Development in August 2015 to discuss further work on campus learning targets and how to effectively utilize them with students. Additionally, introduce next step of campus assessment literacy work on strong/weak examples.	Seven Strategies Literature; Campus Administration	X X X	1 2 4	August Staff Development Agenda and Handouts	Use of Student Data Binders for all students, which include learning targets and student rubrics	
Hold B.O.Y. grade level academic nights to communicate goals for the year and how to interpret the data binders with students	Presentation Handouts; Grade Level Teams	X X X	6 7 10	Master Calendar; Newsletters; Handouts from the presentations	Student Data Binder documents to show student progress for essential learning standards for 2015-2016	
Establishment of Intervention Schedule for 2015 - 2016 in the areas of math and reading	Campus Interventionists; Campus Administration	X X	3 9	Intervention Schedule; Observation	Improvement of Student Achievement as evidenced by campus and district-level assessment results for 2015-2016	
Teams review and revise essential learning standards in the areas of reading, writing, science and mathematics (By October 2015)	Grade Level Teams	X X	4 8	PLC Agendas and Meeting Minutes; Grade Level Essentials Shared Via Google Docs	Student knowledge of essential learning standards; Improvement of Student Achievement as evidenced by campus and district-level assessment results for 2015-2016	
Daily Intervention Offered to Students by 1/2 Time Math Interventionist in Grades 3-5	Jenny Goodwin (.5 math interventionist)	X X X	1 3 9	Observation; Walkthroughs; Intervention Schedule	Improvement of Student Achievement as evidenced by campus and district-level assessment results for 2015-2016	

Strategy/Activity	Resources/Staff Responsible			Formative Evaluation	Summative Evaluation	
Provide feedback and progress to parents every 3-weeks by sending the data binders home	Student Data Binders; Grade Level Teams; Students	X	6	Parent Signature Page; Observation	Use of Student Data Binders for all students to increase student achievement; Improvement of Student Achievement as evidenced by campus and district-level assessment results for 2015-2016	
Daily Intervention Offered by 1/2 Time Reading Interventionist and Reading Paraprofessional in Grades 3- 5	Mardee Rayner (.5 reading interventionist); Elizabeth Davis (reading paraprofessional)	X X X	3 9 10	Observation; Intervention Schedule	Improvement of Student Achievement as evidenced by campus and district-level assessment results for 2015-2016	
Daily Intervention Offered to Students by K-2 and 3-5 Math Paraprofessionals	LaChasity McMillian (K-2); Terrence Brown (3-5)	X X X	3 9 10	Observation; Target Time Schedule; Grade Level Instructional Schedules	Improvement of Student Achievement as evidenced by campus and district-level assessment results for 2015-2016	
Staff Book Study of Engaging Students with Poverty in Mind to enhance understanding of engagement and instructional practices of students	Poverty literature; Campus Administration; Book Study Participants;	X X X X	1 4 7 10	Book Study Meeting Agendas; Twitter Feed for Meetings	Improvement of Student Achievement as evidenced by campus and district-level assessment results for 2015-2016	
Grade Level PLC Meetings	Grade Level Teachers; Interventionists; Specialists	X X	4 8	PLC Meeting Agendas and Minutes	Improvement of Student Achievement as evidenced by campus and district-level assessment results for 2015-2016	
Vertical House Academic Meetings	Grade Level Reps; Vertical House Chairs	X X	4 8	Meeting Agenda and Meeting Minutes	Improvement of Student Achievement as evidenced by campus and district-level assessment results for 2015-2016	
Campus RtI and SOS Meetings **X Addresses missed system safeguard**	Campus Administration; Committee Members composed of teachers, specialists and interventionists	X X	8 9	RtI Data; AWARE Data; Meeting Minutes	Improvement of Student Achievement as evidenced by campus and district-level assessment results for 2015-2016;	
Daily Tutorials Offered for Students in Grades 3-5 in the areas of math and reading to specifically target student needs	Specialists; Interventionists; Campus Administration; Grade Level Teachers; Computer Lab; Library; Campus Tutors; $300 Student Food Funding (Title)	X X X	1 3 9	Morning Tutorial Schedule; After School Tutorial Schedule; Target Time Schedule	Improvement of Student Achievement as evidenced by campus and district-level assessment results for 2015-2016	

| Academic Nights Offered Throughout the Year for Parents | Campus Administration; $886.17 Parent Involvement Supplies Funding (Title); $500 Parent Involvement Food Funding (Title) | X | 6 | Schedule of Events; Parent Materials; Sign-In Sheets | Improvement of Student Achievement as evidenced by campus and district-level assessment results for 2015-2016 | |
| | | X | 10 | | | |

Olive Stephens Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Olive Stephens Elementary School conducted a comprehensive needs assessment for the 2015-2016 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, Droupout, 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.

ELI Assessment Data K-2	STAAR Data for Grades 3, 4 and 5
Kathy Richardson Data	Report Card Assessment Data
School Report Card Data	State Accountability Data
RtI Data	DRA Reading Data 3-5
Interventionist Data (Math and Reading)	

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	Needs
Use of Student Data Binders for Students in Grades Pre-K through 5	Creative Scheduling for Student Tutoring (for students w/o transportation after school)
Use of Math and Reading Interventionists in Grades 3-5	Continuation of Early Math Paraprofessional for Intervention
Use of Reading Recovery Teacher and Early Math Paraprofessional in Grades K-2	More Academic Nights (both on and off-site) For Parents
Frequency and Process of RtI Meetings	Implementation of a Reading Paraprofessional in Grades 3-5
	Staff Training on Effective Instruction and Classroom Management of Students of Low SES/Poverty

Summary of Needs

Creative Tutoring Schedule for Tutoring

Continuation of Early Math Paraprofessional for Intervention

Hosting More Academic Nights for Parents (On and Off-Site)

Implementation of a Reading Paraprofessional in Grades 3-5

Staff Training on Effective Instruction and Classroom Management of Students of Low SES/Poverty

Comprehensive Needs Assessment

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.

eSchool Data	Data on New Students (new to Texas vs. new to Stephens)
Free/Reduced Lunch Percentage Information	Data from Special Education, EXPO, Dyslexia, Reading Recovery
Discipline Referral Data	
Attendance Data	
District At-Risk List	

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	**Needs**
Mentor Programs for Students (Parents, PALS from Guyer and Ryan, Community Members)	Reduction of discipline referrals
Dads Who Care Program	Diversity Among Staff Members and Mentors
Backpack Buddies Program	Continue to Hold Strong Academic Interventions Early to Close Gaps
Community Outreach Program for Family Assistance	Staff Training on Effective Instruction and Classroom Management of Students of Low SES/Poverty
Data Collection Process for Student Response to Academic/Behavioral Interventions	

Summary of Needs

Staff Training on Effective Instruction and Classroom Management of Students of Low SES/Poverty

Reduction of Discipline Referrals

Diversity Among Staff Members and Mentors

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Campus Vision, Mission, Values and Commitments	Parent Feedback
Staff Survey Information for Campus Culture and Climate	Grade Level Feedback
Team Leader Feedback	Student Feedback
Classroom Walkthrough Data	Feedback from Visitors and Substitutes
Discipline Referral Data	

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

Staff Rapport

CHAMPS Expectations for Behavior and Safety (Common Areas)

Campus-Level Communication to Parents (Website, FB, Twitter, Remind, Emails)

Parents and Visitors Feel Welcome on Campus

Needs

Improved Grade-Level Communication to Parents (for specific grade level news)

Continue to Build Trust Vertically with Grade Levels

Continue to Team Build with Campus To Ensure New/Returning Staff Members Build Relationships

Revisit CHAMPS for Behavior and Safety (Specific Areas)

Summary of Needs

Improved Grade-Level Communication to Parents (for specific grade level news)

Continue to Team Build with Campus To Ensure New/Returning Staff Members Build Relationships

Continue to Build Trust Vertically with Grade Levels

Revisit CHAMPS for Behavior and Safety (Specific Areas)

Comprehensive Needs Assessment

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.

PDAS Data/Information	Special Program Referral Data (By Grade Level and Teacher)
Informal Walkthrough Data/Information	
Staff Credentials	
State Assessment Data for All Grades/Content Areas	
Grade Level Data for Student Achievement	

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	**Needs**
Hiring Process for Highly Qualified Staff	Better Mentor Program for New Staff (non-homeroom teachers)
Use of Interview Committees/Team Input	More Descriptive Feedback for Teachers
Return Rate of Grade Level Teachers	
Coaching/Modeling Opportunities for New Teachers	

Summary of Needs

More Descriptive Feedback for Teachers

Better Mentor Program for New Staff (Non-Homeroom Teachers)

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.

Student Data Binders for Students in Grades Pre-K Through 5	Grade Level PLC Meeting Minutes and Agendas
Grade Level SMART Goals	Grade Level Pacing Guides and UbD Units of Study Plans
Grade Level Learning Essentials	Grade Level RtI Data - Use of Effective Interventions In Class
Vertical House Academic Meeting Minutes	Informal Walkthrough Data for Literacy Assessment and Engagement
Feedback from Vertical House Chairs	Schedules and Data from Interventionists

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	Needs
Regular Use of Student Data Binders for Students in Grades Pre-K Through 5	Half-Time Reading Paraprofessional for Grades 3-5 for 2015-2016
Annual Grade Level SMART Goals (Math/Reading/Writing)	Continued PD on Seven Strategies - More Detailed Learning Targets and Strong/Weak Examples
Weekly PLC Huddle Meetings for Vertical Collaboration	Continued UbD Units of Study PD - 2nd Content Area for Campus (Science and Math)
Extended PLC Huddle Meetings for Horizontal Collaboration (3 hours/6-week cycle)	Staff Training/PD on Engagement Practices with Students of low SES/Poverty
Implementation of Seven Strategies PD on Campus (Learning Targets)	
Implementation of Math Workshop	
Implementation of K-2 Math Paraprofessional for 2014-2015	

Summary of Needs

Half-Time Reading Paraprofessional for Grades 3-5 for 2015-2016

Continued PD on Seven Strategies - More Detailed Learning Targets and Strong/Weak Examples

Staff Training/PD on Engagement Practices with Students of Low SES/Poverty

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.

Volunteer Logs

Adopt-A-School Data

Parent Feedback

Mentor and Tutor Sign-In Sheets

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	**Needs**
Mentor Programs (Parents, Guyer and Ryan PALS, Community Members)	More On-Site and Off-Site Community Events
Implementation of Campus Twitter and Facebook Pages	Continue to Co-Host Events with BMMS
Off-Site Registration Kick-Off Event in August	Recruitment of More Parent Volunteers (for all grade levels to have involvement)
Community Outreach Program on Campus	Establishment of Grade Level and Individual Classroom Technology Feeds (FB/Twitter/Instagram/etc.)

Summary of Needs

More On-Site and Off-Site Community Events

Recruitment of More Parent Volunteers (for all grade levels to have involvement)

Continue to Co-Host Events with BMMS

Establishment of Grade Level and Individual Classroom Technology Feeds (FB/Twitter/Instagram/etc.)

Comprehensive Needs Assessment

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	PLC Huddle and Power Schedules
CLT Meeting Agenda and Meeting Minutes	Grade Level Instructional Schedules by Content
Team Leader Meeting Minutes	
Schedules for All Special Programs on Campus (EXPO, Inclusion, Dyslexia, RR)	
Duty Schedules for Arrival, Dismissal, Lunch, Recess, Intervention Time	

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	Needs
	Separate Target Time for Grades 3-5 for Better Intervention Groupings
Master Schedule Creation w/Team Leader Collaboration	
	New Lunch/Recess Schedule for Better Supervision in the Cafeteria in 2015-2016
Grade Level Collaboration with Support Staff	
Grade Level Instructional Schedules Created with Input from Coaches	More Creative Tutoring Schedule for After School
	Offer Morning Tutorials for Students Earlier in the Year (October through May)

Summary of Needs

New Lunch/Recess Schedule for Better Supervision in the Cafeteria in 2015-2016

Implementation of a Reading Paraprofessional in Grades 3-5

Separate Target Time for Grades 3-5 for Better Intervention Groupings

More Creative Tutoring Schedule for After School

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.

Technology Budget

Campus Tech Team Meeting Minutes and Agendas

Campus Tech Badge Approvals

Technology PD

Informal Walkthrough Information - Technology Integration in Classroom

Staff Feedback on Technology

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	Needs
PTA/Campus Partnership in 2014-2015 for Purchasing 40 new Devices	More Technology Tools in the Classrooms (Chrome Books/iPads)
Establishment of Tech Team on Campus with PTA Board Rep	More Grade Level/Individual Establishment of Class Pages (FB/Twitter/Instagram/etc.)
Use of Twitter on Campus - #dentonchat/slowchat/campus page	More Technology PD
Technology PD Offered at Faculty Meetings	Teachers Teaching Teachers (Flipped Classrooms, Google Classroom, Google Drive)

Summary of Needs

More Technology Tools in the Classrooms (Chrome Books/iPads)

Teachers Teaching Teachers (Flipped Classrooms, Google Classroom, Google Drive)

More Grade Level/Individual Establishment of Class Pages (FB/Twitter/Instagram/etc.)

Comprehensive Needs Assessment Summary of Priority Needs
Olive Stephens Elementary School

Demographics:

Staff Training on Effective Instruction and Classroom Management of Students of Low SES/Poverty

Reduction of Discipline Referrals

Diversity Among Staff Members and Mentors

Student Achievement:

Creative Tutoring Schedule for Tutoring

Continuation of Early Math Paraprofessional for Intervention

Hosting More Academic Nights for Parents (On and Off-Site)

Implementation of a Reading Paraprofessional in Grades 3-5

Staff Training on Effective Instruction and Classroom Management of Students of Low SES/Poverty

School Culture and Climate:

Improved Grade-Level Communication to Parents (for specific grade level news)

Continue to Team Build with Campus To Ensure New/Returning Staff Members Build Relationships

Continue to Build Trust Vertically with Grade Levels

Revisit CHAMPS for Behavior and Safety (Specific Areas)

Teacher Quality:

More Descriptive Feedback for Teachers

Better Mentor Program for New Staff (Non-Homeroom Teachers)

Curriculum, Instruction and Assessment:

Half-Time Reading Paraprofessional for Grades 3-5 for 2015-2016

Continued PD on Seven Strategies - More Detailed Learning Targets and Strong/Weak Examples

Staff Training/PD on Engagement Practices with Students of Low SES/Poverty

Family and Community Involvement:

More On-Site and Off-Site Community Events

Recruitment of More Parent Volunteers (for all grade levels to have involvement)

Continue to Co-Host Events with BMMS

Establishment of Grade Level and Individual Classroom Technology Feeds (FB/Twitter/Instagram/etc.)

School Content and Organization:

New Lunch/Recess Schedule for Better Supervision in the Cafeteria in 2015-2016

Implementation of a Reading Paraprofessional in Grades 3-5

Separate Target Time for Grades 3-5 for Better Intervention Groupings

More Creative Tutoring Schedule for After School

Technology:

More Technology Tools in the Classrooms (Chrome Books/iPads)

Teachers Teaching Teachers (Flipped Classrooms, Google Classroom, Google Drive)

More Grade Level/Individual Establishment of Class Pages (FB/Twitter/Instagram/etc.)

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Shelli Cockburn
2) Classroom Teacher	Sandra Kelch
3) Classroom Teacher	Crystal Porter
4) Classroom Teacher	Kimber Lucas (EIC Rep)
5) Classroom Teacher	Sandra Taylor, Lia Bryant
6) Classroom Teacher	Rebekah Perrone, Megan Trammell
7) Campus-based Nonteaching Professional	Chris Rangel, Ashley Wright, Stephani Short
8) Campus-based Paraprofessional and Operations Staff	Georgeanna Simpson
9) District-level Professional	Richelle Cook
10) Parent	Stephanie Zajchowski
11) Business Representative	Eydie Schneider (Owner of Beck's Garage)

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	9/1/15	3:10 p.m.	Stephens Library
2	10/20/15	3:10 p.m.	Stephens Library
3	12/8/15	3:10 p.m.	Stephens Library
4	2/9/16	3:10 p.m.	Stephens Library
5	3/8/16	3:10 p.m.	Stephens Library
6	4/12/16	3:10 p.m.	Stephens Library
7	5/17/16	3:10 p.m.	Stephens Library

2015-2016
Campus Improvement Plan
for
Paloma Creek 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.

Paloma Creek Elementary School's Mission Statement

Our mission at Paloma Creek Elementary is to inspire passionate 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
Paloma Creek Elementary School

Progress Report Date:

WIG 1

Paloma Creek Elementary will increase student comprehension across the curriculum with a systematic and differentiated instructional approach so that all students achieve a minimum of one year's growth by June 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Campus wide implementation of extended PLC (Professional Learning Community) monthly meetings and Power PLC meetings 3 times during the school year; during which teachers will identify essential learning targets, develop engaging lessons, monitoring student progress and common assessments. **X Addresses missed system safeguard**	PLC Agendas, staff feedback, PLC binders, Student data monitored through A to Z and Cafe Daily 5 Pensive		PLC Agendas, staff feedback, PLC binders, Student data monitored through A to Z	Observation, lesson plans, Common Assessment data, ELI, SRI, DRA, Kathy Richardson, STAAR data, Classworks Universal Screeners in ELA and Math	
Increase the capacity for celebrating our journey toward our WIG by Striving for Five honoring our core values: Respect Advocating for Others Creative Thinkers Growth Engaged Learners Completion Date: Each six weeks every grade level will celebrate Faithful Falcons (for 'Striving for Five': Respect, Advocating for Others; Creative Thinkers; Growth; Engaged Learner) during grade level assemblies Staff Celebration meetings on the second Thursday of each month	Scoreboards, feedback, surveys, Person(s) Responsible: Administration, Counselor, Teachers		Scoreboards, feedback, surveys, Faithful Falcon Strive for Five Awards	Increase in student engagement, classroom management, and positive relationships.	
K-2 Administer ELI, Kathy Richardson, DRA, Writing Assessments, and Problem Solving Assessment to analyze data to drive instruction 3-5 Administer SRI/DRA and/or Classworks Universal Screener and Problem Solving Assessment and analyze data to drive instruction Completion Date: September, January, May **X Addresses missed system safeguard**	District provided assessment copies Person(s) Responsible:Curriculum/ Instruction Department and teachers		assessment scores	Assessment Scores, STAAR, Growth	

Provide New Teacher Mentoring Program in collaboration with the 380 Elementary Schools to foster growth and development of new teachers and best practice teaching strategies. Completion Date: Monthly, September-May) **X Addresses missed system safeguard**	Campus funds, district materials, articles, books Person(s) Responsible: Administration, Curriculum/Instruction Department- i.e. Sandy Brown and Karen Spalding & Teacher Leaders		Observation Feedback, monthly agenda	Observation, walk-through data
Provide small group math instruction in the general education classroom utilizing in class and/or "pull out" intervention groups. Completion Date:	Problem solving materials purchased with campus funds Person(s) Responsible Math Interventionist, teachers, administration SCE $30,000 FTE 0.5		Lesson plans, monitor lists in Aware identifying student math levels	Problem solving assessment and rubrics, STAAR data, Classworks
Provide small group reading instruction in the general education classroom utilizing the "pull out" intervention groups. Person(s) Responsible: Reading Interventionist Completion Date: 1/2 day every day	TEKS; Scholastic Reading Inventory (SRI), and other continued training through the district curriculum department; Guided Reading, Cafe, literacy materials, Leveled Literacy Intervention, & Classworks Person(s) Responsible: Reading Interventionist, Reading Recovery/Literacty Group teacher, teachers, administration SCE $30,000 FTE 0.5 SCE $30,000 FTE 0.5		Lesson plans, monitor lists in Aware identifying student reading levels	SRI, DRA and STAAR data, Classworks Universal Screeners
Provide small group ESL instruction in the general education classroom utilizing the "I do, we do, you do" coaching model, and pull out intervention as needed. **X Addresses missed system safeguard**	ESL Teacher, Strategies for Building Academic Vocabulary in Reading, Math, and Science purchased with Bilingual Department funds last year. Person(s) Responsible: ESL Teacher		LPAC BOY, MOY, and EOY reports, feedback, lesson plans	LPAC BOY, MOY, and EOY reports, feedback, lesson plans
Reading Recovery and Literacy Groups Completion Date: BOY- September, MOY- January, EOY- May	Reading Recovery teacher; RR		Number of students	Number of students

Increase the effectiveness of the Inclusion Model for Special Education by focusing on station and parallel co-teaching methods. **X Addresses missed system safeguard**	Staff development opportunities through Region XI, district Special Education Department, & consultant Person(s) Responsible: Administration, Special Education Supervisor, Special Education & general education teachers,		PLC meetings, learning walks, inclusion team analysis	Lesson plans, PLC meetings, learning walks
Increase effective use of research based best practice teaching methods such as Thinking Maps, Writers Workshop, Workshop Structure for Math, Investigations and Cafe/Daily 5 Model for Reading Language Arts, and Science academic vocabulary activities in grades K-5 utilizing the STEMSCOPES online textbook as a foundation. **X Addresses missed system safeguard**	Lucy Calkins' Units of Study, Comprehension Connections per teacher, half of staff attending Cafe Daily 5 Conference, Comprehension Toolkit, Number Talks and Science Warm-ups Person(s) Responsible: Administration, Curriculum and Instruction Department, teachers		Learning walks, lesson plans, district writing cadre, implemenation of Lucy Calkins' Writing Workshop in K-2nd and 4th gades	ELI, Kathy Richardson, STAAR, Formative and Summative Assessments
Employ community involvement to ensure that all K-5 students are reading on grade level.	Leveled readers, sight word flashcards Person(s) Responsible: Teachers, Administration, PTA and Community Volunteers such as parents, grandparents, fire fighters, Navo Middle School Student Council		EOY ELI results, community feedback on participation in student learning	ELI/DRA and Running Records
Use of Chrome Books and Ipads for creation and collaboration for staff and students	Chrome Books, and IPads Person(s) Responsible: Technology Team, Teachers, and administration		Use of google accounts, Student projects	Learning Walks, Student projects
In the area of Science: Science taught in every grade level with a hands-on, interactive approach	Administration, curriculum department, teachers		Lesson plans, Anchor walks, UbD artifacts	UbD artifacts, transfer tasks, standards based report cards

Campus Improvement Plan
Paloma Creek Elementary School

WIG 2

Paloma Creek Elementary will establish a positive social, emotional, and academic culture through events and programs that will build collegiality among all stakeholders by June 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Campus wide implementation of CHAMPs in common areas and classrooms. Completion Date: On going Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	CHAMPs training materials, CHAMPs Staff Development, Class Do-Jo Person(s) Responsible: Administration, teaching staff, team leaders, district trainers		CHAMPs common areas handbook developed by committees	Observation, data, feedback	
Continue development of mentoring program for students at-risk behaviorally Completion Date: On going weekly Benchmark Timeline: [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	The Energy Bus for Kids Person(s) Responsible: Volunteer base including: local firefighters, grandparents, parents and Navo Student Council Continue use of Student council, and new specials lunch programs		Mentoring Plan Developed	Observation, data, feedback	
Develop parenting classes utilizing Love and Logic Completion Date: Fall 2014, Spring 2015	Love and Logic DVDs Person(s) Responsible: Administration, counselor, Community Partner- Crossways Church		Parent attendance, student-created fliers, video clip advertisements on social media, info for teachers at staff meeting (and invite staff)	Survey	

Develop and implement Target Binders for students to communicate their learning in core content areas such as English Language Arts, Math, Science, and Social Studies. Completion Date: 3rd wee of each 6th six weeks periods	Binders and dividers on school supply list Person(s) Responsible: Administration, counselor, donations by Crossways Church, students, teachers		Target Binders	Observation, data, feedback	
Assemblies honoring Faithful Falcons for upholding our core values & Reading Counts goals Respect Advocating for Others Creative Thinkers Growth Engaged Learners Completion Date: Ongoing - Each grade level per six weeks period	Pictures of students, Faithful Falcon Wall of Fame and Reading Counts boards Person(s) Responsible: Administration, counselor, teachers, PTA volunteers, Reading Counts volunteers		Awards, pictures	data, feedback	
Student participation in extracurricular programs such as: Pride Choir Honor Choir Orchestra 5th Grade Student Council (including Safety Patrol) 4th Grade School Ambassadors 3rd Grade Public Relations Media Group (announcements and other media) Robotics Completion Date: On-going	Person(s) Responsible: Administration, music teacher, orchestra teacher, counselor, librarian, PTA, EXPO teacher, community volunteers, students		performances, participation	feedback, observation	
Increase PTA membership of parents and teachers. Completion Date: December 2015	Person(s) Responsible: PTA board, administration		PTA Membership	Survey, observation	

Paloma Creek Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Paloma Creek Elementary School conducted a comprehensive needs assessment for the 2015-2016 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, Droupout, 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.

State Assessment Data

TELPAS Results

Classroom and Program Assessments and Other Data

Student Work

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	Needs
	Improve master schedule to meet needs of population
K-2 Increase in Stage 3 ELI	
K-2 Increase in guided reading/comprehension levels	Improve process for building balanced classes
K-2 Increase in stage 3 writing both fiction and expository	Staff development for co-teaching to increase in class support and decrease resource
5th 100% receiving Tier 3 interventions achieved a minimum of 1 year of growth according to STAAR Reading	3-5- 56% of students receiving specially designed instruction demonstrated 1 year's growth on DRA, SSI, Classworks, and/or I-Station Reading
5th- 72% of students achieved a minimum of 1 year of growth according to STAAR reading	4th- 50% of students receiving Tier 3 interventions achieved a minimum of 1 year of growth according to STAAR reading
	4th- 44% achieved 0 years of growth according to STAAR reading
	4th- 48% achieved 1 year of growth according to STAAR reading
	4th- 8% achieved 2 years of growth according to STAAR reading

Summary of Needs

Create a more in depth process for building balanced classes.

Staff development in differentiated instruction to meet the needs of all learners

Provide staff development for general education and special education staff to increase capacity for co-teaching.

We need to improve our content master schedule so that all students needs are met.

Alignment of reading TEKS

Staff development making the connection between reading and math workshop model

Staff development in engaging lesson designs/planning

Tier 2 intervention occurring during reading and math workshop with classroom teacher

Comprehensive Needs Assessment

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.

Enrollment _____   _____

Attendance _____   _____

Ethnicity _____   _____

Teacher-Student Ratio- Including Special Programs _____   _____

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	Needs
Staff is reflective of population	Identify students in need of free and reduced lunch
Increase in staff attendance	Improve master schedule to meet needs of population
Increase in student attendance	Improve process for building balanced classes
Increase in identifying students qualifying for special programs such as Expo, Dyslexia, and Special Education	Staff development for co-teaching to increase in class support and decrease resource
K-2- 80% of students receiving specially designed instruction achieved a minimum of 1 year of growth in reading	3-5- 56% of students receiving specially designed instruction demonstrated 1 year of growth on DRA, SSI, Classworks, and/or I-Station Reading

Summary of Needs

Identify students with unmet basic needs.

Create a more in depth process for building balanced classes.

Provide staff development for general education and special education staff to increase capacity for co-teaching.

We need to improve our content master schedule so that all students needs are met.

Comprehensive Needs Assessment

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Student surveys: 3 different surveys (K&1st , 2nd & 3rd, and 4th&5th)
_____   _____

Feedback data
_____   _____

Interviews with students/staff
_____   _____

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	Needs
	9% 2nd-3rd students who believe they will NOT graduate HS
Avg = 90% Students feel safe at school	3% 4th-5th Students who believe they will NOT graduate HS
Avg = 95% K-3rd Students are happy at/with school	
= 90% K-1 & 4-5th Believe teachers care about them / their futures	76% 4th-5th Students are NOT happy at/with school
	21% 2nd-3rd Believe teachers do not care about them / their futures
= 80% Interested in Clubs/Activities DURING school	Avg = 7% 2nd-5th students Consider themselves to be "Below Average"
68% 4th-5th involved in activities DURING school	
= 67% K-5th graders involved in activities OUTSIDE of school	45% 4th-5th students do not feel "respected" by staff
	23% 2nd-3rd students perceived NO positive recognition for work in past 7 days
= 77% Someone home with them after school	41% 4th-5th students perceived NO postiive recognition for work in past 7 days
Avg = 98% K-3rd students feel "respected" by staff	
	= 8% K-3rd involved in activities DURING school

Summary of Needs

For the most part, students in ALL grade levels feel safe and happy at school

Majority of students are interested in School Clubs/Activities (either during or outside of school hours)

Majority of students have someone home with them after school (they are not alone)

Majority of students feel respected by teachers and staff

Majority of students feel they are "average" or "above average" in school

Students need positive recognition for school work

Students WANT more school related clubs or activities offered

Students need insight toward long-term goals (such as High School graduation)

Students need to feel respected by teachers and staff

Comprehensive Needs Assessment

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.

Feedback Data

CIP Engagement Survey

Staff Interview

Professional Development Survey Data

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	Needs
70% of 1st year at Paloma Creek teachers feel supported in the following ways: Administration is approachable and available to help	30% 1st year at Paloma Creek teachers do not feel supported in the following ways: state that administration misunderstands needs
70% state that administration relates well to teachers	30% state that administration does not communicate respectfully one on one
70% state that team leaders are very supportive	30% state that their is a lack of mentoring from peers
70% state that their members of team are helpful and come along side to build up	30% state that the team lead very uninvolved and not supported well by administration which affected entire team
Focus on differentiated staff development for building assessment literacy and technology	
Focus on systems and structures to motivate teachers and students	

Summary of Needs

Structure mentor program with more accountability

41.00% of the campus are interested in learning opportunities on Data/Target binders

18.00% of the campus are interested in learning opportunities on Formative Assessment

15.90% of the campus are interested in learning opportunities on Strong and Weak work

13.60% of the campus are interested in learning opportunities in giving timely descriptive feedback

11.40% of the campus are interested in learning opportunities on Learning Targets

52.20% of the campus would like UBD training in ELA

25% of the campus would like UBD training in Math

22.70% of the campus would like UBD training in Social Studies

40.90% of the campus are interested in learning about Student creation/problem solving on Ipads; 25%are interested in learning about creating formative assessments using Ipads/Chromebooks

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.

Standards Based Curriculum Resources/Materials	Collaborative Horizontal and Vertical Team Alignment Processes
Scope and Sequence; Pacing Guides; and/or Other Focus Documents	Common Benchmark Assessments and/or Other Assessments
Technology	Class, School, and Special Program Schedules
Instructional Design/Delivery; High-Yield Strategies	
Lesson Study/Delivery Processes	

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	Needs
K-2 Increase in Stage 3 ELI	Improve master schedule to meet needs of population
K-2 Increase in guided reading/comprehension levels	Improve process for building balanced classes
K-2 Increase in stage 3 writing both fiction and expository	Staff development for co-teaching to increase in class support and decrease resource
5th 100% receiving Tier 3 interventions achieved a minimum of 1 year of growth according to STAAR Reading	3-5- 56% of students receiving specially designed instruction demonstrated 1 year's growth on DRA, SSI, Classworks, and/or I-Station Reading
5th- 72% of students achieved a minimum of 1 year of growth according to STAAR reading	4th- 50% of students receiving Tier 3 interventions achieved a minimum of 1 year of growth according to STAAR reading
	4th- 44% achieved 0 years of growth according to STAAR reading
	4th- 48% achieved 1 year of growth according to STAAR reading
	4th- 8% achieved 2 years of growth according to STAAR reading

Summary of Needs

Create a more in depth process for building balanced classes.

Staff development in differentiated instruction to meet the needs of all learners

Provide staff development for general education and special education staff to increase capacity for co-teaching.

We need to improve our content master schedule so that all students needs are met.

Alignment of reading TEKS

Staff development making the connection between reading and math workshop model

Staff development in engaging lesson designs/planning

Tier 2 intervention occurring during reading and math workshop with classroom teacher

Comprehensive Needs Assessment

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.

Parent Activity Evaluations and Feedback
_____   _____

Parent and Community Partnership Data
_____   _____

Mobility/Stability
_____   _____

Demographic Data
_____   _____

Community Service Agencies and Support Services
_____   _____

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	**Needs**
10% of parents/students participated in the survey	4th Grade Ambassador/Leadership Training
66% of survey participants are involved in extracurricular activities at school	ELA and Math Curriculum Nights
Reading Mentor Program with Navo Student Council	Increase Parent Involvement
Reading Mentor Program with Aubrey Fire Fighters	Special Programs & Special Areas create clubs during school day
5th Grade Student Council	Increase in absences/tardies for students not involved in extracurricular activities
4th/5th grades Choir	
4th/5th grades Art Club	
3rd Grade Public Relations/Announcement Crew	
Student attendance increased for students involved in extracurricular activities	

Summary of Needs

Increase student sense of being connected to the school through providing more opportunities for students to engage in extracurricular activities during the school day.

Comprehensive Needs Assessment

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.

School Structure or Make-Up, e.g., Teaming, Looping, etc.	Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
Decision-Making Processes	Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
Master Schedule	
Support Structures: Mentor Teachers	
Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.	

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	Needs
84% of parents participating in survey feel positive about school	9% 2nd-3rd students who believe they will NOT graduate HS
Avg = 90% Students feel safe at school	3% 4th-5th Students who believe they will NOT graduate HS
Avg = 95% K-3rd Students are happy at/with school	76% 4th-5th Students are NOT happy at/with school
= 90% K-1 & 4-5th Believe teachers care about them / their futures	21% 2nd-3rd Believe teachers do not care about them / their futures
= 80% Interested in Clubs/Activities DURING school	Avg = 7% 2nd-5th students Consider themselves to be "Below Average"
68% 4th-5th involved in activities DURING school	45% 4th-5th students do not feel "respected" by staff
= 67% K-5th graders involved in activities OUTSIDE of school	23% 2nd-3rd students perceived NO positive recognition for work in past 7 days
= 77% Someone home with them after school	41% 4th-5th students perceived NO positive recognition for work in past 7 days
Avg = 98% K-3rd students feel "respected" by staff	= 8% K-3rd involved in activities DURING school

Summary of Needs

For the most part, students in ALL grade levels feel safe and happy at school

Majority of students are interested in School Clubs/Activities (either during or outside of school hours)

Majority of students have someone home with them after school (they are not alone)

Majority of students feel respected by teachers and staff

Majority of students feel they are "average" or "above average" in school

Students need positive recognition for school work

Students WANT more school related clubs or activities offered

Students need insight toward long-term goals (such as High School graduation)

Students need to feel respected by teachers and staff

Students in grades K-3 need more age-appropriate clubs or activities offered DURING school

Comprehensive Needs Assessment

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.

Technology survey

Teacher 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

67% Teacher knowledge

50% Devices are being used in more diverse ways

33% Increase in number of times technology is integrated

67% Teachers feel that they have grown in their use of technology after being provided with professional development

Needs

0% Teachers who felt that student knowledge helped make their lessons successful.

67% Inadequate number of devices available

33% Teachers who do not feel they have grown in their use of technology.

Summary of Needs

The majority of teachers feel like they have increased their knowledge of how to integrate technology

The number of time technology is being used has increased.

Teachers are able to integrate technology in more diverse ways.

Students need to be provided with more support in understanding technology and using technology effectively.

The number of devices available for student use is a hindrance for effective use in the classroom.

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:

Identify students with unmet basic needs.

Create a more in depth process for building balanced classes.

Provide staff development for general education and special education staff to increase capacity for co-teaching.

We need to improve our content master schedule so that all students needs are met.

Student Achievement:

Create a more in depth process for building balanced classes.

Staff development in differentiated instruction to meet the needs of all learners

Provide staff development for general education and special education staff to increase capacity for co-teaching.

We need to improve our content master schedule so that all students needs are met.

Alignment of reading TEKS

Staff development making the connection between reading and math workshop model

Staff development in engaging lesson designs/planning

Tier 2 intervention occurring during reading and math workshop with classroom teacher

School Culture and Climate:

For the most part, students in ALL grade levels feel safe and happy at school

Majority of students are interested in School Clubs/Activities (either during or outside of school hours)

Majority of students have someone home with them after school (they are not alone)

Majority of students feel respected by teachers and staff

Majority of students feel they are "average" or "above average" in school

Students need positive recognition for school work

Students WANT more school related clubs or activities offered

Teacher Quality:

Structure mentor program with more accountability

41.00% of the campus are interested in learning opportunities on Data/Target binders

18.00% of the campus are interested in learning opportunities on Formative Assessment

15.90% of the campus are interested in learning opportunities on Strong and Weak work

13.60% of the campus are interested in learning opportunities in giving timely descriptive feedback

11.40% of the campus are interested in learning opportunities on Learning Targets

52.20% of the campus would like UBD training in ELA

Students need insight toward long-term goals (such as High School graduation)

Students need to feel respected by teachers and staff

25% of the campus would like UBD training in Math

22.70% of the campus would like UBD training in Social Studies

40.90% of the campus are interested in learning about Student creation/problem solving on Ipads; 25%are interested in learning about creating formative assessments using Ipads/Chromebooks

Curriculum, Instruction and Assessment:

Create a more in depth process for building balanced classes.

Staff development in differentiated instruction to meet the needs of all learners

Provide staff development for general education and special education staff to increase capacity for co-teaching.

We need to improve our content master schedule so that all students needs are met.

Alignment of reading TEKS

Staff development making the connection between reading and math workshop model

Staff development in engaging lesson designs/planning

Tier 2 intervention occurring during reading and math workshop with classroom teacher

Family and Community Involvement:

Increase student sense of being connected to the school through providing more opportunities for students to engage in extracurricular activities during the school day.

School Content and Organization:

For the most part, students in ALL grade levels feel safe and happy at school

Majority of students are interested in School Clubs/Activities (either during or outside of school hours)

Majority of students have someone home with them after school (they are not alone)

Majority of students feel respected by teachers and staff

Majority of students feel they are "average" or "above average" in school

Students need positive recognition for school work

Students WANT more school related clubs or activities offered

Students need insight toward long-term goals (such as High School graduation)

Students need to feel respected by teachers and staff

Students in grades K-3 need more age-appropriate clubs or activities offered DURING school

Technology:

The majority of teachers feel like they have increased their knowledge of how to integrate technology

The number of time technology is being used has increased.

Teachers are able to integrate technology in more diverse ways.

Students need to be provided with more support in understanding technology and using technology effectively.

The number of devices available for student use is a hindrance for effective use in the classroom.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Mark Stein
2) Classroom Teacher	Amanda Shivers
3) Classroom Teacher	Heather Hauck
4) Classroom Teacher	Kristine Daniel
5) Classroom Teacher	Jana Edwards
6) Classroom Teacher	Brad Stevenson
7) Campus-based Nonteaching Professional	Dana Juden
8) Campus-based Paraprofessional and Operations Staff	Lisa Stafford
9) District-level Professional	Dwight Goodwin
10) Parent	Kari Conner
11) Parent	Sara Larsen
12) Community Member	Matt Endsley
13) Community Member	Jeff

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	6-5-15	8:30-3:30	Off Site Retreat
2	9-17-15	3:10-4:30	Paloma Creek Library
3	12-3-15	3:10-4:10	Paloma Creek Library
4	2-4-16	3:10-4:10	Paloma Creek Library
5	5-19-16	3:10-4:30	

2015-2016
Campus Improvement Plan
for
Pecan Creek 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.

Pecan Creek Elementary School's Mission Statement

Motto:
"Learning Together, We All Grow"

Mission Statement:
"Learning together to make our world a better place."

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."

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.

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
Pecan Creek Elementary School

Progress Report Date:

WIG 1

By May 2016, Pecan Creek Elementary will decrease the percentage of students requiring Tier 2 and Tier 3 interventions from 25% to 20% by aligning instructional and assessment practices horizontally and vertically.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Clarify learning targets in student-friendly language **X Addresses missed system safeguard**	Teachers, Administrators	X X	2 3	Walk through notes and evaluation data	95% of classrooms visited have learning targets posted in student-friendly language and visuals	**Sept** Some Progress
Professional development in core-content areas **X Addresses missed system safeguard**	Administrators, Teachers, District-level Personnel	X X X	3 4 5	Agendas, walk through notes, and evaluation data	Student performance as a result of the implementation of new knowledge and skills	**Sept** Considerable Progress
Weekly "Den Time" meetings to discuss students of concern **X Addresses missed system safeguard**	Administrators, Interventionists, Attendance Clerk, Nurse, Counselor, Teachers, BE/ESL Specialist	X X X X	2 7 9 10	Weekly meeting minutes and intervention forms	At-risk student performance and attendance rates	**Sept** Considerable Progress
Monthly PLC meetings to analyze student performance data to inform instruction and group students based on need **X Addresses missed system safeguard**	Administrators, Teachers, Interventionists, BE/ESL Specialist	X	8	Weekly PLC agendas and minutes	Increased student performance on state and local assessments	**Sept** Some Progress

Strategy	Staff Responsible / Resources			Formative Assessment	Summative Assessment	Progress
Identify at-risk students in a timely manner to insure they receive appropriate services **X Addresses missed system safeguard**	Administrators, BE/ESL Specialist, Special Education Staff, Registrar, Counselor	X X X	2 7 9	RtI meeting agendas and minutes	100% of students are placed appropriately within 30 days of enrollment	**Sept** Considerable Progress
Increase parent and community participation in campus events **X Addresses missed system safeguard**	Administrators, Teachers, BE/ESL Specialist, PTA TI $6,000	X X	6 10	Sign-in sheets	Increased attendance levels	**Sept** Some Progress
Provide appropriate interventions for all student groups **X Addresses missed system safeguard**	Teachers, BE/ESL Specialist, Interventionists TI $41,577	X X X	1 2 9	Aware data	Increased student performance on state and local assessments	**Sept** Some Progress
Math Intervention will be employed to fill gaps in prior math knowledge **X Addresses missed system safeguard**	Interventionists SCE $30,000 FTE .25 TI $15,000 FTE .5	X	9	Aware data	Increased student performance on state and local assessments	**Sept** Considerable Progress
Reading Intervention and Literacy Groups will be employed to fill gaps in prior reading knowledge **X Addresses missed system safeguard**	Interventionists SCE $30,000 FTE .5 SCE $30,000 FTE .5	X	9	Aware data	Increased student performance on state and local assessments	**Sept** Considerable Progress
Teachers will participate in instructional rounds to align instructional and assessment practices **X Addresses missed system safeguard**	Administration, teachers			Walkthrough data	Evidence of implementation	**Sept** Some Progress

Provide supplemental professional development to assist with knowledge regarding the nature and needs of all learners **X Addresses missed system safeguard**	Teachers, Administrators TI $13,000	X 3 X 4 X 5	Agendas, Sign-in sheets, PLC data	Student performance as a result of the implementation of new knowledge and skills	**Sept** Some Progress

Pecan Creek Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Pecan Creek Elementary School conducted a comprehensive needs assessment for the 2015-2016 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.

Comprehensive Needs Assessment

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, Droupout, 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.

STAAR data	TELPAS data
ELI/SELI data	Kathy Richardson math assessment data
RtI data	

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	**Needs**
	Special education students were not successful on STAAR A
The staff works together to ensure all students achieve	
The interventionists, counselor, nurse, administration, and attendance clerk meet to ensure students are receiving appropriate interventions upon enrollment	The subpopulation students are not as successful as the "all students" category
	There is a need for alignment in Science instruction to ensure inquiry-based instruction in grades K-5
The campus has strong Tier 2 and Tier 3 interventions	

Summary of Needs

Students who fall into subpopulations (African American, Hispanic, Economically Disadvantaged, and Special Education) need exposure to high quality instruction at all times.

At-risk students must be monitored to ensure their individualized educational needs are consistently met.

Comprehensive Needs Assessment

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.

Enrollment	Gender
Special Program participation	Survey feedback data
Race/Ethnicity data	Socioeconomic data
Attendance data	

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	**Needs**
Pecan Creek has a good representation of minority faculty and staff.	Professional development on working with students from poverty
Stability in diverse enrollment	Initiatives to improve the services we offer to our Gifted and Talented students
Two-way Dual Language program	Continue to strive to improve the school and home connection
Inclusiveness of all demographic groups	

Summary of Needs

The campus needs to provide professional development in working with students from poverty and working with students who are identified as Gifted and Talented.

The campus needs to place an emphasis on strengthening the home and school connection.

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Special Program participation	Student work
Extracurricular activity participation	Staff surveys
Safety program	Academic and behavioral expectations
Discipline referrals	

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	Needs
92% of the staff described that the school climate was excellent or very good	Consistent implementation of CHAMPS
Staff described student and staff attitudes, respect, relationships, and sense of belonging to be 78% excellent	Teacher/parent liaison for the Spanish-speaking community
100% of the staff described that students and staff collectively align with school vision and mission	Strengthen volunteer and mentor programs
100% of the staff and students strongly agree or agree about the positive perception of the facility and physical environment	

Summary of Needs

CHAMPS must be reviewed yearly to ensure consistent implementation
The Dual Language committee should elect a liaison to help strengthen relationships with the Spanish-speaking community members
Continue to work with DISD middle and high schools to bring more mentor programs to the campus

Comprehensive Needs Assessment

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.

Faculty and staff survey	Teacher certification and qualification data
Paraprofessional qualification data	PDAS
Professional development records	

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	Needs
	Continue to seek highly qualified and dedicated teachers to fill vacancies
30% of teachers hold a masters degree	
32% of teachers have taught at the campus for 10 or more years	Continue to encourage teachers to seek out professional development opportunities
95% of the staff enrolls in summer professional development opportunities	Provide strong initial and continuous support for teachers new to the district and/or campus
31% of the staff members came to the campus from outside the district	

Summary of Needs

Develop a strong mentor program for new teachers

Continue to encourage a learning orientation and growth mindset

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.

Standards-based curriculum resources	Scope and sequence
Instructional design and delivery	Lessons
Specific/differentiated strategies	Common benchmark data
Professional development	

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   **Needs**

Differentiated instruction   Technology training

Learning targets are posted   Student goal-setting training

CAFE implementation   Vertical alignment

Thinking Maps implementation

Summary of Needs

Work with teachers to help align the UbD units that are not aligned to the report card assessments

Provide professional development on all initiatives - Seven Strategies of Assessment for Learning; technology

Comprehensive Needs Assessment

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.

Event participation counts	Volunteer information
Parent & community partnership data	Faculty surveys

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	**Needs**
	We need more involvement from the Spanish-speaking parents and community
We had ~4,000 volunteer hours last year	
	We need to increase the involvement of our fundraising efforts
We have excellent parent involvement	
Our district and campus had programs designed to assist families in need	
We offer a multitude of school and community events	
We have numerous community sponsors and partnerships	

Summary of Needs

A liaison for the Spanish-speaking community would assist in the involvement from that community

Work with the PTA on fundraising

Comprehensive Needs Assessment

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	PDAS
Duty schedule	Safety plan
Office expectations	Faculty/staff guidelines

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   **Needs**

Smooth transitions throughout the building   Robust counseling services

                                                       Additional ways to communicate with non-English
New to Pecan Creek teachers orientation   speaking parents

Continue with data analysis to build class lists

Summary of Needs

The campus needs a more robust counseling plan to service individualized student needs

Find easy-to-implement solutions for communicating with non-English speaking parents

Comprehensive Needs Assessment

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.

Technology plan	Hardware and software
Classroom technology needs	Faculty and 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

We continue to increase the campus technology resources each year

Technology training is offered to the staff

Needs

More devices for students

Targeted training on what teachers need/want

Summary of Needs

The campus should continue to offer technology training; however, the training should be differentiated based upon staff members' needs and desires

Continue to purchase technology devices for students

Demographics:

The campus needs to provide professional development in working with students from poverty and working with students who are identified as Gifted and Talented.

The campus needs to place an emphasis on strengthening the home and school connection.

School Culture and Climate:

CHAMPS must be reviewed yearly to ensure consistent implementation

The Dual Language committee should elect a liaison to help strengthen relationships with the Spanish-speaking community members

Continue to work with DISD middle and high schools to bring more mentor programs to the campus

Curriculum, Instruction and Assessment:

Work with teachers to help align the UbD units that are not aligned to the report card assessments

Provide professional development on all initiatives - Seven Strategies of Assessment for Learning; technology

School Content and Organization:

The campus needs a more robust counseling plan to service individualized student needs

Find easy-to-implement solutions for communicating with non-English speaking parents

Student Achievement:

Students who fall into subpopulations (African American, Hispanic, Economically Disadvantaged, and Special Education) need exposure to high quality instruction at all times.

At-risk students must be monitored to ensure their individualized educational needs are consistently met.

Teacher Quality:

Develop a strong mentor program for new teachers

Continue to encourage a learning orientation and growth mindset

Family and Community Involvement:

A liaison for the Spanish-speaking community would assist in the involvement from that community

Work with the PTA on fundraising

Technology:

The campus should continue to offer technology training; however, the training should be differentiated based upon staff members' needs and desires

Continue to purchase technology devices for students

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Shelli Ragland
2) Classroom Teacher	Mendy Bommarito
3) Classroom Teacher	Brian Klauer
4) Classroom Teacher	Wendy Meador
5) Classroom Teacher	Ami Ware
6) Classroom Teacher	Jennifer McCall
7) Campus-based Nonteaching Professional	Kristi McDaris
8) Campus-based Paraprofessional and Operations Staff	Michelle Calderon
9) District-level Professional	Sandy Brown
10) Parent	Christy Watson
11) Parent	Amy Terrell
12) Community Member	Beth Solley
13) Business Representative	Jeff Wickstrom
14) Business Representative	Matt McDaris

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	9/22/2015	3:00 - 4:00 p.m.	Pecan Creek Elementary School Library
2	10/20/2015	3:00 - 4:00 p.m.	Pecan Creek Elementary School Library
3	11/17/2015	3:00 - 4:00 p.m.	Pecan Creek Elementary School Library
4	2/15/2016	3:00 - 4:00 p.m.	Pecan Creek Elementary School Library
5	4/11/2016	3:00 - 4:00 p.m.	Pecan Creek Elementary School Library
6	5/23/2016	3:00 - 4:00 p.m.	Pecan Creek Elementary School Library

2015-2016
Campus Improvement Plan
for
Providence 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.

Providence Elementary School's Mission Statement

Educate with enthusiasm and expect excellence.

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.

Progress Report Date:

WIG 1

By May 2016, Providence Elementary will limit the amount of whole group instruction by moving exclusively to a guided math and reading approach. This should be instructionally evident for about 85-90% of the time and will solidify out Tier 1 instruction.. This will be the expectation for all literacy and math teachers.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Student in grades K, 1, 2 will be given the Early Literacy Inventory (ELI) benchmark assessment in the Fall, Winter, and Spring SCE $30,000 FTE 0.5 SCE $30,000 FTE 0.5	K-2 Classroom teachers and reading interventionists, reading recovery and literacy groups		ELI Assessment Reports	Winter and spring ELI benchmarks will exhibit at least one year of academic growth for all students.	**Sept** **Jan** **May**
Students in all grades will use the program, Study Island, Classworks and Sum dog, to build math, pre and post assessments, fluency and strategic thinking. **X Addresses missed system safeguard** SCE $30,000 FTE 0.5	Classroom Teachers and math interventionist		Study Island, Classworks and Sumdog Reports.	All grade levels assessments, the Kathy Richardson benchmark and STAAR Results will exhibit at least one year of academic growth.	**Sept** **Jan** **May**
Technology and small group instruction professional development through Ziemke Consulting and District Math Coach on October 12, 2015. **X Addresses missed system safeguard**	Principal/District Math Coach		Appraisals and Classroom Walkthroughs. Conversations at team leader meeting.	An increase in all academic achievement areas and by demonstrating at least 1 year of growth as determined by Fountas and Pinnell reading levels.	**Sept** **Jan** **May**
Each content area committee will study professional resources then develop student rubrics.	The Book Whisper Number Talks Fountas & Pinnell Continuum of Literacy Learning All staff members Administrators		Committee artifacts Student rubrics	* Formative and Summative assessment scores * ELI & Kathy Richardson scores * STAAR scores	

All teachers will utilize information from the Lead4Ward STAAR4Ward monthly webinars that is appropriate for their grade level to implement in their classes to better prepare their students to be better math problem solvers.	Lead4Ward STAAR4Ward Monthly Webinars		Grade Level Assessments District Assessments	Kathy Richardson Assessments STAAR Results
All grade level PLC teams will utilize the Lead4Ward webinars appropriate for their grade level.	Lead4Ward webinars & materials Classroom teachers Administrators		PLC agendas, minutes & artifacts	* ELI & Kathy Richardson scores * STAAR scores
All classroom teachers will post the daily learning targets for content area in student friendly language. These learning targets will be reviewed with the students prior to the lesson and referenced throughout the lesson. One format used could be: I will... So that I can... I know that I have I have when....	Grade level essential learnings Eduphoria / TEKS		Walk-through observations PDAS Student data binders	* Formative and Summative assessment scores * Report card data * ELI / Kathy Richardson * STAAR scores
Each classroom and Special Area Team will write a class mission statement that will align with the school mission statement to place in the students' data binders.	Student data binders Campus Mission Statement		Walk-through conversations with students Student data binders	* End of the year Student Survey on climate
Daily intervention will be provided for the at-risk students in 3rd, 4th & 5th grades by the math interventionist.	Math Interventionist		* Scheduled meetings with interventionist * Walk-through observations * Student data binders	* STAAR scores
Campus administrators will conduct weekly classroom walk-through observations to provide feedback to teachers in order to improve instructional practices. **test**	Campus administrators		Eduphoria PLC meetings	* Improved ratings in PDAS domain scores

WIG 2

To solidify Tier 1 instruction, teachers will be provided five mobile devices to be integrated in guided instruction during math and literacy time.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
With the assistance of PTA and district resources we will purchase 80 chromebooks for grades 3-5 and 5-7 iPads for grades K-2. **X Addresses missed system safeguard**	Principal, Assistant Principal PTA, and certified staff.		Continual walkthroughs, formal observations. and daily lesson plans.	Increased collaboration, student engagement as evident by more self directed tasks.	**Sept** **Jan** **May**
Zeimke consulting will be contracted to provided professional development to solidify the use of technology within the workshop/guided instruction model. **X Addresses missed system safeguard**	Principal and PTA		Lesson plans, walk-throughs, appraisals, conversations with Team leaders.	Student academic growth and achievement will increase due to the instructional practice shift from whole to small group instruction.	**Sept** **Jan** **May**

Campus Improvement Plan
Providence Elementary School

WIG 3

Create a culture that balances parental involvement and holds instructional time sacred.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Procedures for arrival and dismissal will be restructured.	All Staff.		Observations, PLC schedules.	Less frustration from Parents and Staff during arrival and dismissal. Increase of instructional time. PLC will be conducted in smaller portions during the school day in a instructionally non-disruptive manner.	**Sept** **Jan** **May**
Birthday celebrations will occur when the teachers determines it to be least instructionally disruptive.	Administration and teachers		Treats will be dropped off in the main office and delivered to classroom when requested.	Increase of instructional time.	**Sept** **Jan** **May**
PTA will conduct all day-to-day business outside of building instructional time.	Administration		Observations	In order to increase instructional time, PTA will be limited to building access outside the instructional day	**Sept** **Jan** **May**

Providence Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Providence Elementary School conducted a comprehensive needs assessment for the 2015-2016 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.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Emily Jackson
2) Classroom Teacher	Andrea Bell
3) Classroom Teacher	Carrie Arispe
4) Classroom Teacher	Sarah Roberts
5) Classroom Teacher	Lisa Gibbons
6) Classroom Teacher	Consonya Owens
7) Campus-based Nonteaching Professional	Stephanie Wiggins
8) Campus-based Paraprofessional and Operations Staff	Angela Anderson
9) District-level Professional	Jennifer Hood
10) Parent	Brian Withaeger
11) Parent	Lana Bell
12) Business Representative	Laurie Pearson
13) Business Representative	Kimberly Surratt

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	9/21/15	3:15 p.m.	Providence Library
2	10/26/15	3:15 p.m.	Providence Library
3	11/16/15	3:15 p.m.	Providence Library
4	12/14/15	3:15 p.m.	Providence Library
5	1/25/16	3:15 p.m.	Providence Library
6	2/22/16	3:15 p.m.	Providence Library
7	3/21/16	3:15 p.m.	Providence Library
8	4/25/15	3:15 p.m.	Providence Library
9	5/16/16	3:15 p.m.	Providence Library

2015-2016
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 and engaged learning environment by improving school wide student attendance from 95.1% to 97.5% by June 2016 as evidenced by the campus' yearly attendance report.

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" at-risk students **X Addresses missed system safeguard**	Teachers and Interventionists TI $60,000 FTE 1 TI $60,000 FTE 1 SCE $120,000 FTE 2	X X X X X	1 2 3 8 9	Walkthroughs, Teacher Time Logs	Benchmarks & Assessments, CARE Team minutes & Aware Notes	
Provide additional support to students through after school tutoring **X Addresses missed system safeguard**	Teachers and Interventionists TI $4,000	X X	3 9	Walkthroughs, Timesheets	Benchmarks & Assessments, CARE Team minutes & Aware Notes	
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**	Bilingual/ESL Specialist	X X X X X	1 3 5 8 9	Walkthroughs, Timesheets	Benchmarks & Assessments, CARE Team minutes & Aware Notes	
The Rivera RtI Committee willl meet weekly to discuss struggling students and develop individualized academic and behavioral plans for students **X Addresses missed system safeguard**	Time for Meetings Admin, Counselors, SPED, Dyslexia, Specialists, & Teachers	X X X X	1 2 8 9	RtI Calender	Aware RtI Forms & Interventions	

Educate parents through literature and materials, provide training and programs for parents, geared towards creating a "healthy" child & supporting the learning environment **X Addresses missed system safeguard**	$ for literature Admin, Teachers, Nurse, Counselors TI $800	X X X X	1 2 6 7	Newsletttes, flyers, website, emails	Parent Survey	
Continue to provide student Service Learning opportunities and student extracurricular activities to enrich student learning experiences and civic responsibility	Counselors and Administration	X X	7 10	Service logs, observations, citations, meeting logs, and reward tickets	Student survey	
Rivera Guidelines for SUCCESS and Parent Handbooks will be provided to all Rivera families upon enrollment	Front office personnel & Administration TI $250	X	6	Booklets	Parent Survey	
Continue the ACE program and CIS in-school and after school programs to address the needs of the "whole" child through mentors, homework support, enrichment programs, parent resources and educational opportunities	CIS and ACE Coordinators	X	7	Case logs, Observations, Volunteer hours, Program Attendance	Monthly reports and Parent surveys	
Continue weekly guidance lessons and the Boys to Men and Salvaging Sisterhood groups for at-risk students	Grade Level & At-Risk Counselors	X X	1 10	Meeting Agendas & Lesson Plans	Student Surveys	
Continue to recruit and retain highly qualified professionals and continue to maintain a diverse educational staff **X Addresses missed system safeguard**	Principal	X	5	Interview Notes, Resumes	Recommendations for Hire	
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 **X Addresses missed system safeguard**	Principal & Campus Leadership Team	X	1	CLT agendas & Minutes	Surveys, CNA	
Continue to recruit professional and diverse parent and community volunteers and mentors to provide academic support to students and to participate in campus activities	Admin, Counselors, CIS & ACE Coordinators	X X	1 7	Volunteer hours	Surveys	
Continue the Watch D.O.G.S. program to promote campus safety & parental involvement	Counselors & Admin	X X X	1 6 10	Meeting sign-in & Presentation slides	Surveys & Volunteer hours	

Utilize media and technology formats to effectively communicate with and provide information to parents regarding the campus mission, vision, & expectations	Administration	X X	1 6	Website, Newsletters, All calls, Campus wide emails, Facebook & Twitter	Surveys	
Provde opportunities, such as educational classes, trainings, and evening activities and events for parents to interact socially and academically with the Rivera school community	Teachers, Counselors, Admin, CIS & ACE Coordinators TI $100	X X X	1 6 10	Sign In Sheets, Planning notes, emails, flyers	Parent Surveys	
Provide a forum for parents and students to have a "voice" in campus decision-making	Administration	X	6	Suggestion Box, Surverys	Survey Results	
Reinforce the campus mission and expectations by rewarding students and staff for "good" deeds and following campus expectations	Administration & Counselors	X	2	Star Tickets, Certificates of Appreciation, Food Coupons and Rewards	Student & Staff Surveys	
Continue to partner with UNT to provide on-campus Play Therapy services	Counselors & Admin	X X	1 9	Counseling logs	Play Therapy data & reports	
Continue to employ an at-risk counselor to address the needs of our most "at-risk" & struggling students **X Addresses missed system safeguard**	Principal SCE $60,000 FTE 1	X X	1 5	Notes, Logs, & Observations	Hiring Recs & Surveys	
Continue to create a viable no bullying prevention & drug awareness program by providing programs, such as "Bucket Filling", "Energy Bus" themes, Red Ribbon Week, assemblies, literature, materials, etc.	Counselors & Administration	X X X	1 2 10	Notes, Aware data Bullying Reports	Counselor Surveys	
Educate parents on the benefits of students attending and being on time for school and provide incentives to students to promote and encourage school attendance **X Addresses missed system safeguard**	Administration TI $100	X X X X X	1 2 6 7 10	P.O.'s, Attendance Incentives, Parent Attendance Meetings, Attendance Committee Meetings	Monthly & Yearly Attendance Report	
Plan activities and events to celebrate and support cultural awareness & diversity on campus	Admin, Counselors, & Diversity Committee	X X	1 2	Event Sign In Sheets	Surveys	

| Book study regarding teaching students who don't look like you adn working with aggressive and difficult students | Books

Administration, Counselors, and Staff

TI $3,000 | X   1

X   2

X   4 | Minutes , P.O., and Book Discussions | Discipline Referrals | |

WIG 2

Improve Tier I instruction so that 80% of K-2 students exit their current grade "on-level" or "proficient" in Language Arts and Mathematics as evidenced by data from ELI, SELI, Kathy Richardson and increase STAAR Performance Index 2 (Student Progress) from 32% to 40% and STAAR Performance Index 3 (Closing the Achievement Gap) from 35% to 40% by June 2016.

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**	Time for Planning Teachers & Administration	X X X	1 2 8	Interventions/ Enrichment, Student Grouping Lists, Smart Goals' Worksheet	Teacher Scoreboards, Student Folders & Data Binders	
Progress monitoring will be used to chart students learning and set academic and behavioral goals; data binders will be utilized **X Addresses missed system safeguard**	Teachers, Specialists, and Administration	X X	1 8	Data binders	Report Cards & Surveys	
Provide a targeted enrichment & intervention time during the school day **X Addresses missed system safeguard**	Teachers & Interventionists	X X X X X	1 2 3 8 9	PLC Agendas and Meeting Minutes	STAAR data, Benchmarks and Assessments	
Promote and provide high quality on-campus and off-campus training and staff development centered on school improvement	Admin, Coaches, Teachers, & CTS TI $5,000	X X X X	1 2 3 4	Documentation of registration, sign-in sheets, hand-outs, Eduphoria	STAAR data, Benchmarks and Assessments	
Provide training, instructional resources, supplies, technology, and materials to teachers to promote student learning and engagement in the classroom **X Addresses missed system safeguard**	Admin & Coaches TI $14,5000	X X X	1 2 4	PLC agendas and notes	STAAR data, Benchmarks and Assessments	

PLCs meet on a consistent basis to discuss student data, dig deeply into the TEKS, and to make instructional decisions in a collaborative manner Grade level (2 x per month) and Vertical Team (one time per month) **X Addresses missed system safeguard**	Teachers, Administration, Specialists	<u>X</u> 1 <u>X</u> 2 <u>X</u> 4	PLC agendas and notes	STAAR data, Benchmarks and Assessments	

Campus interventionists and coaches will take an active role in coaching, mentoring, planning, and serving as resources to teachers and in supporting and providing support to at-risk students
 	
      SCE $120,000   FTE   2
X Addresses missed system safeguard
 	
      TI $120,000   FTE   2
	Specialists and Administration	<u>X</u> 1
		
		<u>X</u> 2
		
		<u>X</u> 3
		
		<u>X</u> 8
			Specialists' notes	PDAS observations & walkthroughs	

Work with teams to dig deeper into the TEKS and to identify essential learnings using LEAD4ward data and webinars, TI $1,000 **X Addresses missed system safeguard**	Admin, Speicialists, & Teachers	<u>X</u> 1 <u>X</u> 2 <u>X</u> 4 <u>X</u> 8	Roadmaps, Implementation Plans, Meeting Agendas	STAAR data, Benchmarks and Assessments	
Purchase iStation K-5 reading for home and school in English and Spanish to help students grow in their reading comprehension and to track students' reading progress. TI $9,000 **X Addresses missed system safeguard**	Principal, Technology, and Reading Specialists	<u>X</u> 1 <u>X</u> 9 <u>X</u> 10	iStation progress monitoring, Computer Lab schedules	STAAR data, Benchmarks, ELI, SELI, AWARE notes, and Assessments	
Continue to enhance classroom instruction by supporting and updating the campus library with books, supplies, and materials	Principal & Librarian	<u>X</u> 1 <u>X</u> 2	PO's, Library newsletters	Library Survey	
Continue to support classroom instruction by providing up-to-date classroom technology to enhance instruction and to increase student engagement TI $10,000	Technology equipment Principal and ITS	<u>X</u> 1	P.O.'s	Technology Survey	
Hire additional support personnel to assist with Reading and Math interventions campus wide TI $13,000 FTE 1	Principal	<u>X</u> 1 <u>X</u> 9	Intervention logs	STAAR data, Benchmarks, ELI, SELI, AWARE notes, and 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	Admin & Staff Books	X 1 X 2 X 4	Agendas and Notes	Surveys	
Provide research based materials & kits for intervention and progress monitoring, such as Fountas & Pinnell and DRA kits, and other kits, supplies, etc. **X Addresses missed system safeguard**	Principal Interventionists TI $1,500	X 1	P.O.'s	AWARE notes, and progress monitoring notes	
School wide focused & targeted Learning Walks	Principal, Specialists, Teachers	X 1 X 4 X 8	Data Collection Sheets	PDAS Walkthroughs	
Weekly after school science tutoring for 5th grade Bilingual students **X Addresses missed system safeguard**	5th grade teachers, Administration	X 1 X 3 X 9	Sign-in Sheets	STAAR scores	
Students will receive daily, extended writing instruction, teachers will work with specialists to plan writing lessons, and campus wide writing buddies will be formulated **X Addresses missed system safeguard**	Teachers, Specialists, and Administration	X 1 X 2 X 3 X 9	Meeting notes & Agendas	STAAR scores	
Campus wide focus on non-fiction and expository texts **X Addresses missed system safeguard**	Teachers, Admin, Specialists Supplies & materials $1,500	X 1 X 2	Lesson Plans	Walkthroughs	
All K-2 teachers will participate in the district Writing and Reading CADREs **X Addresses missed system safeguard**	Subs Principal & Teachers TI $1,500	X 1 X 2 X 4			

Tomas Rivera Elementary School Campus Improvement Plan

2015-2016 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 2015-2016 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.

Comprehensive Needs Assessment

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, Droupout, 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.

State Assessment Date

Schooldigger.com

Benchmark & Assessment Data

Texas Success Initiative

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	Needs
As a whole, the Math scores are remaining steady or improving	Decrease in Index 2 (Student Progress) & 3 (Closing the Achievement Gap)
3rd & 4th Spanish Reading and Writing have significantly increased	Increasing African American population
	Student/teacher ratio & free/reduced lunch rate is increasing
	State standards are increasing
	Monolingual Writing scores have significantly decreased
	Spanish Science scores have significantly decreased
	Third grade reading scores have decreased over the last 3 years
	Monolingual reading scores have decreased at all grade levels
	Over 90% of the special education students failed their STAAR tests
	Rivera barely mastered student Index 2 Target of 30

Summary of Needs

There is a need to build Tier I instruction.

There is a need for focused and targeted interventions.

There is a need for improved communication with parents about how they can help their child be successful at school.

There is a need for a building wide targeted reading and structured writing program.

There is a need for more targeted and focused vertical teaming.

It is critical for PLCs to meet regularly, dig deeper into the TEKS, and to analyze and review student data.

All teachers must work with Specialists on a regular basis to identify and target students' needs.

Comprehensive Needs Assessment

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.

Student enrollment numbers; teacher/student ratios

At-Risk by Category

Special Programs: Reading Recovery Program, EXPO, Dyslexia, and 504 report

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

Findings/Analysis

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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	**Needs**
	Due to growth, additional sections needed across grade levels
Student enrollment is up from previous school years	
Rivera has good support services for ELL students: including certified bilingual and ESL teachers.	More support across grade levels for at-risk students
	High Free/Reduced Lunch Rate (88%), 504 (5%), LEP (33%), At-Risk (57%), SPED (14%)
Everyone has an opportunity to eat breakfast and lunch.	
Students are being provided the services they need.	More male students are needed in EXPO
We have support services, such as: SUCCESS Time, Counselors, Push In Support, Pull Out Support, Mentors, CIS, etc	More support for Male students in reading
	We need to identify and seek to qualify 504 students before 4th and 5th grades
Good support for special education needs.	
Major ethnicities are being represented in the EXPO program.	Additional support needed for dyslexic Hispanic students
A large percentage of struggling readers are getting additional support outside the classroom.	High mobility rate (25.4%)
No ethnicity is drastically represented in any one category over the others.	

Summary of Needs

Due to our high needs, class sizes should be kept lower than other campuses.

We need continued support for our at-risk students, so that they are successful before leaving our campus.

There is a need for increased training in the area of minorities, males, and giftedness.

Teachers need training on how to properly identify a dyslexia vs. a special education student.

We need a school wide reading program targeting males and minority students.

We need to seek out ways to increase student attendance rates and decrease tardies

Teachers need training on how to meet the needs of at-risk readers in theTier I classroom environment.

Training is needed on what qualifies as a 504 student.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Surveys, school discipline reports, and reports from 21st century program

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

Findings/Analysis

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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	**Needs**
Teachers are using CHAMPS in the classroom and hallways.	Rivera needs more cafeteria monitors.
Office referrals declined by 18% this year than last year.	Our building needs improvement in paint color & décor. It is not welcoming enough.
Rivera has strong community support with tutoring, mentors, Girl Scouts, Student Council, Safety Patrol, social services assistance, etc.	We need a campus wide guideline for contacting parents of students with consistent discipline concerns, and we need a consistent way of documenting the contact.
	We need consistency in our custodial department.

Summary of Needs

Teachers need to be more proactive identify and deter discipline issues during "peak" discipline referral months, days, and time periods.

It is extremely important for us to continually review and reinforce campus guidelines and expectations.

We need to ensure students have a clean and organized environment in which to learn.

There is a need for increased supervision during transitions and unstructured times.

Consistent communication with parents is necessary, both positive and negative.

Comprehensive Needs Assessment

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.

AEIS reports

Staff lists - past and present

AESOP - Staff Attendance Reports

Employee Recommendations

NCLB Report

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	Needs
New staff CHAT	Lots of new staff
Assigned mentors for new teachers	Back to the basics of a PLC
Strong specialist support	Need for stability in the administrative team
Climate survey given	Work on retaining teachers
Most classroom teachers are ESL certified	Continue to gain staff buy in to the mission and vision of the campus

Summary of Needs

We need to continue to build our new staff mentoring program.

We need to continue to build campus morale and to provide support to new staff.

Teachers need increased training in the PLC process,

We need to seek to hire experienced teachers and staff with experience teaching at high needs campuses.

There needs to be continued focus on the campus mission and vision.

Rivera needs stable, consistent, and experienced administrative support in order to reach its goals.

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.

Actual classrooms	Ancillary formative assessment data from instructors and interventionists.
District curricula	
Region XI strategies and data	
Campus and district benchmark tests	
State released assessments	

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	Needs
• All student work posted includes the TEKS in kid-friendly language.	• Specific, student by student assessment and planning towards specific goals.
• All classroom lessons are guided by posted learning targets (both for language and for content) as well as expectations.	• Vertical alignment that maximizes academic acceleration for students with gaps.
• Benchmark testing is aligned to specified grade level TEKS and readiness standards.	• EOY and BOY discussion between grade levels regarding specific areas of need with students.
• Staff development and student progress is cross-checked with TEKS in an ongoing manner throughout the school year.	• Identification of which materials, resources, and/or methods are currently available.
• In K-2, beginning of the year, middle of the year, and end of the year reading assessments are given and used to group students and drive instruction; also, beginning of year and end of year math assessments help track the students' progress—these are specifically created using the grade level TEKS to assess progress.	• Identification of which materials, resources, and/or methods need to be purchased with available/future funding.
• On a district-wide level, curriculum is very carefully aligned to the TEKS in order to maximize academic rigor.	

Summary of Needs

Funding needs to be utilized in a manner that is getting results.

Due to the challenges posed by the mobility and socioeconomic status of the student population, teachers should reflect on and evaluate which curricula and/or assessments demonstrate progress.

Teachers need to analyze which strategies/resources should be continued because of their documented effectiveness and evidence of academic gains.

Teachers need to analyze which strategies/resources should be discontinued because of their lack of effectiveness or not showing evidence of academic gains.

There needs to be a process for the identification of which materials, resources, and/or methods need to be purchased with available/future funding.

Rivera needs vertical alignment that maximizes academic acceleration for students with gaps.

EOY and BOY discussions need to take place between grade levels regarding curricula, TEKS, and students' specific areas of needs.

Comprehensive Needs Assessment

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.

	Parent surveys on the campus website & Demographic Data from the attendance office
North Texas Food for Kids program participant data	
	Girl Scouts program at Rivera data & TWU student intern program
Apple Tree program data	
UNT Play Therapy participant list & UNT Physical Education Research Study	
	Campus Leadership Team notes
Communities in Schools Mentor list & WATCH DOGS volunteer list	
School calendar listing parent nights, children's musical performances, activities for parents including Muffins with Moms and Donuts with Dads	

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	Needs
We are going out into the community more to provide outreach programs for our students and families.	Rivera does not have an active PTA.
Rivera continues to have a large number of mentors for our students.	Usually the same parents attend the meetings.
Rivera staff is very active in our students' lives.	Rivera is in need of more male mentors.
The parents are trusting of the guidance and education the students receive from the Rivera staff.	We need more stability in the CIS program.
•Rivera has a strong 21st Century program that provides after school homework assistance and a variety of enrichment activities.	

Summary of Needs

Rivera needs to continue to build its community partnerships.

There is continued need for increased parental involvement and parental education.

Rivera should continue to go out into the community to educate its parents on how they can support their child's educational goals and objectives.

Comprehensive Needs Assessment

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.

Student and staff surveys

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

Great resources

District support

Extra money for resources

Needs

No active PTA

Provide students with a voice

Summary of Needs

There is need for increased parental involvement.

We need to develop a fully functioning PTA.

Rivera should continue to cultivate community relations.

There is a need for continuous accountability in regards to students expectations.

Staff should continue to develop a positive school culture and climate, using the school wide theme.

Comprehensive Needs Assessment

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.

Classworks, Kahoot, Verso, Office 360, iStation, Think Through Math, Power Point, Excel, Publisher, Google Docs, Aware/Eduphoria, document camera, and Promethean boards

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	**Needs**
Consistent use of Office 360, Power Point, Excel , Aware, Eduphoria, & document cameras	Training needed for Classworks, Kahoot, Verso, iStation, Think through Math, Publisher, Google Docs, Promethean Boards

Summary of Needs

There is a lack of quality and up to date technology in classrooms.

We need major technology upgrades at the school in all areas.

We need additional working classroom computers.

We need intervention programs in Spanish for our many dual language students.

We need more headphones, splitters, and peripheral devices to support the current technology..

There is continued need for technology training in order to build teacher capacity in the area of technology integration.

Teachers need increased training on how to use technology in the classroom to promote increased student engagement.

Comprehensive Needs Assessment Summary of Priority Needs
Tomas Rivera Elementary 2014-2015

Demographics:

Due to our high needs, class sizes should be kept lower than other campuses.

We need continued support for our at-risk students, so that they are successful before leaving our campus.

There is a need for increased training in the area of minorities, males, and giftedness.

Teachers need training on how to properly identify a dyslexia vs. a special education student.

We need a school wide reading program targeting males and minority students.

We need to seek out ways to increase student attendance rates and decrease tardies

Teachers need training on how to meet the needs of at-risk readers in theTier I classroom environment.

Training is needed on what qualifies as a 504 student.

Student Achievement:

There is a need to build Tier I instruction.

There is a need for focused and targeted interventions.

There is a need for improved communication with parents about how they can help their child be successful at school.

There is a need for a building wide targeted reading and structured writing program.

There is a need for more targeted and focused vertical teaming.

It is critical for PLCs to meet regularly, dig deeper into the TEKS, and to analyze and review student data.

All teachers must work with Specialists on a regular basis to identify and target students' needs.

School Culture and Climate:

Teachers need to be more proactive identify and deter discipline issues during "peak" discipline referral months, days, and time periods.

It is extremely important for us to continually review and reinforce campus guidelines and expectations.

We need to ensure students have a clean and organized environment in which to learn.

There is a need for increased supervision during transitions and unstructured times.

Consistent communication with parents is necessary, both positive and negative.

Teacher Quality:

We need to continue to build our new staff mentoring program.

We need to continue to build campus morale and to provide support to new staff.

Teachers need increased training in the PLC process,

We need to seek to hire experienced teachers and staff with experience teaching at high needs campuses.

There needs to be continued focus on the campus mission and vision.

Rivera needs stable, consistent, and experienced administrative support in order to reach its goals.

Curriculum, Instruction and Assessment:

Funding needs to be utilized in a manner that is getting results.

Due to the challenges posed by the mobility and socioeconomic status of the student population, teachers should reflect on and evaluate which curricula and/or assessments demonstrate progress.

Teachers need to analyze which strategies/resources should be continued because of their documented effectiveness and evidence of academic gains.

Teachers need to analyze which strategies/resources should be discontinued because of their lack of effectiveness or not showing evidence of academic gains.

There needs to be a process for the identification of which materials, resources, and/or methods need to be purchased with available/future funding.

Rivera needs vertical alignment that maximizes academic acceleration for students with gaps.

EOY and BOY discussions need to take place between grade levels regarding curricula, TEKS, and students' specific areas of needs.

School Content and Organization:

There is need for increased parental involvement.

We need to develop a fully functioning PTA.

Rivera should continue to cultivate community relations.

There is a need for continuous accountability in regards to students expectations.

Staff should continue to develop a positive school culture and climate, using the school wide theme.

Family and Community Involvement:

Rivera needs to continue to build its community partnerships.

There is continued need for increased parental involvement and parental education.

Rivera should continue to go out into the community to educate its parents on how they can support their child's educational goals and objectives.

Technology:

There is a lack of quality and up to date technology in classrooms.

We need major technology upgrades at the school in all areas.

We need additional working classroom computers.

We need intervention programs in Spanish for our many dual language students.

We need more headphones, splitters, and peripheral devices to support the current technology..

There is continued need for technology training in order to build teacher capacity in the area of technology integration.

Teachers need increased training on how to use technology in the classroom to promote increased student engagement.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Shaun McBride
2) Classroom Teacher	Raul Sanchez
3) Classroom Teacher	Janie Peters
4) Classroom Teacher	Mindy Hennigan
5) Classroom Teacher	Peggy Reuling
6) Classroom Teacher	Christina Weddle
7) Campus-based Nonteaching Professional	Cheryl Culberson & Susan Garvin
8) Campus-based Paraprofessional and Operations Staff	Leona Eimandoust
9) District-level Professional	Rene Shelton
10) Parent	Mr. Tirimizi
11) Parent	Ashley Fleeks
12) Community Member	Larry Willis
13) Community Member	Wallene Thomas
14) Business Representative	Dororthy Watts
15) Business Representative	Mike Barrow

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	9/21/2015	3:15	Library
2	10/19/2015	3:15	Library
3	11/16/2015	3:15	Library
4	1/25/2016	3:15	Library
5	2/15/2016	3:15	Library
6	4/18/2016	3:15	Library
7	5/16/2016	3:15	Library

2015-2016
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, and STAAR assessments by June 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
The workshop insturctional 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.	Administration Math & Reading Interventionist Coaches SCE $30000 FTE 1/2 SCE $30000 FTE 1/2		• Lesson Plans • Walk Through Documentation • Coching notes	Student achievement at or above 85% for all subgroups in all content areas	**Jan** **Mar** **June**
The Student Intervention Committee will continue to provide support and training to teachers identifying appropriate RTI strategies.	McWilliams Robbins Student Intervention Team		• 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	**Jan** **Mar** **June**
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.	Administration • IPM Schedules • IPM Calendar • Curriculum Specialist		• Lesson plans • Attendance sheets • Common assessments • Grade level road maps	Student achievement at or above 85% for all subgroups in all content areas	**Jan** **Mar** **June**

Student assessment data will be disagregated by each sub group	Administration Team Leads Campus Content Specialist		• Student data reports by sub group • Common assessment rereports by subgroup	Student achievement at or above 85% for all subgroups in all content areas	**Jan** **Mar** **June**
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	Administration Student Intervention Team Members		• Completed Forms • Tier II rosters • Lesson plans	Student achievement at or above 85% for all subgroups in all content areas	**Jan** **Mar** **June**
Team teaching will be implemented in grades 3 - 5. This allows teachers to be come an expert in a assigned content area.	Administration		- Staff Roster	Student achievement at or above 85% for all subgroups in all content areas	**Jan** **Mar** **June**
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.	Administration Math Specialist Reading Specialist Reading Recovery Teacher		• Intervention rosters • Intervention schedules • Intervention lesson plans	Student achievement at or above 85% for all subgroups in all content areas	**Jan** **Mar** **June**
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.	Administration Team Leads		• Master Schedule • PLC teams • Pull Out Schedules	Student achievement at or above 85% for all subgroups in all content areas	**Jan** **Mar** **June**
Teachers at all grade levels will engage in collaborative planning.	Administration Teachers		• Lesson Plans • Grade Level Minutes	Student achievment at or above 85% for all subgroups in all content areas	**Jan** **Mar** **June**

Teachers will share grade level expectations with parents via conferences, curriculum night documents, and weekly newsletters	Teachers		- Parent Communication Logs - Curriculum night docuements - Copies of Newsletters	Student achievement at or above 85% for all subgroups in all content areas	**Jan** **Mar** **June**
Every Savannah staff member will have an Expectation Conference with administration to set "Student Impact Goals" that support learning and to identify specific expectations for their contribution to obtaining campus goals	Administration		- Goal Setting Forms - Conference Schedules	Student achievement at or above 85% for all subgroups in all content areas	**Jan** **June**
Periodic "Tool Time" after school workshops for teachers that address best practice in all content areas.	Administration		- Tool Time announcements - Attendance sheets	Student achievement at or above 85% for all subgroups in all content areas	**Jan** **Mar** **June**
Coaches will be utilized to give descriptive feedback to staff members recording performance. Coaching will be done for teachers as well as administrators	Administration		- 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.	Administration		-TLA announcements	Student achievement at or above 85% for all subgroups in all content areas	**Jan** **Mar** **June**

Campus Improvement Plan
Savannah Elementary School

WIG 2

Savannah Elementary will improve the school culture and climate so that a minimum of 90 % of parents, students and staff members have a satisfaction/engagement level of 8 or higher in all domains (Communication, Safe & Secure Environment, Student Learning, Parental Partnerships) on the Savannah End of Year 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.	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.	Administration Clerical Staff		• 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.	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.	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.	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.	Administration		-Completed Newsletters	90% of all stakeholders will report satisfaction and engagement.	**Jan** **Mar** **June**

Town Hall-Style meetings will be hosted by Mr. McWilliams and Mrs. Springer to discuss and share instructional matters and assessment data giving parents an opportunity to ask questions.	Administration PTA		• Sign in Sheets • Event advertisement	90% of all stakeholders will report satisfaction and engagement.	**Jan** **June**
Savannah staff committees will be reconfigured to ensure an equal distribution of duties and responsibilities.	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.	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.	Administration		Published document	90% of all stakeholders will report satisfaction and engagement.	**Jan** **Mar** **June**

Savannah Elementary School Campus Improvement Plan

2015-2016 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 2015-2016 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.

Comprehensive Needs Assessment

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, Droupout, 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.

STARR Score Reports	Benchmarks
Common Assessment Data	Kathy Richardson

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   **Needs**

*The rigor of math increased and we maintained or   *African American population scored lower in the areas of
improved scores for African American and White students. math, writing, and science.

*Math and writing scores improved for economic   *Fewer economic disadvantaged students passed reading
disadvantaged students.   and science from 13-14.

                                                         *A demographic breakdown of students served by
*Students served by interventionist are making progress. interventionist would be helpful.

*Standards met in 2015!

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.

Comprehensive Needs Assessment

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.

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	Needs
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%.	*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.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

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	**Needs**
*campus officer	*awareness of vision/mission
*80%-100% of students feel safe	*dirty bathrooms
*law amount of students w/o office referrals	*broken equipment/playground
*champs expectations across campus, except older grades	*light fixtures out
*67% medium staff morale parent/teacher communication is acceptable (meets parents expectations)	

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

PDAS rosters

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	**Needs**
*PDAS follow up	*lack of mentor teacher program (1st year teachers, new to school/grade level, district, long term subs.
*Utilization of "gold sheets"	*staff tardies and absences
*PLC	*staff input for professional development

Summary of Needs

*we noticed/realized the lack of a new teacher/mentor program and a need for defined procedures.

*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.

Report card binders	Lesson plans
Common assessments	Master Schedule
EXPO Schedule	Specials Schedule
Eduphoria	

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

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.

Community Survey

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	**Needs**
* Communicate through a variety of formats	*Help parents understand how to help students
* Volunteers/Active PTA	*Explore website capabilities
* Multiple resources to support family relationships	*Involve community members who don't have students here
*Multiple services offered to support students in Special Programs	*Better communication between parents/classroom teachers and reading interventionist and EXPO teacher
*Partnerships with PTA, Boosterthon and local law enforcement agencies.	*School Adopter (business partner).
*People get involved in what we offer.	*Develop a larger pool of volunteers

Summary of Needs

*Improve website

*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.

Comprehensive Needs Assessment

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

*Began PLC journey

*Committees that allow our voice to be heard

*Quality surveys often given

Needs

*Committees don't always share findings and data

*Websites/shared drives need to be updated to reflect current staff findings/ and events.

*Schedules need 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.

*know members of key committees for go-to people

*Revamp committees- what we really need

*committees report quickly and concisley

*master schedule: more involved such as specialist, special areas, as well as "SAGE" teachers

Comprehensive Needs Assessment

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.

STaR 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	**Needs**
*Various programs are used across grade level to integrate tech, and enhance education.	*No one program is used effectively
*Network upgraded recently.	*We don't have enough tech. tools (hardware)
*Tech. Prof. Develop. available and used	*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)

Comprehensive Needs Assessment Summary of Priority Needs
Savannah Elementary

Demographics:

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.

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

Student Achievement:

*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.

Teacher Quality:

*we noticed/realized the lack of a new teacher/mentor program and a need for defined procedures.

*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

*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.

*know members of key committees for go-to people

*Revamp committees- what we really need

*committees report quickly and concisley

*master schedule: more involved such as specialist, special areas, as well as "SAGE" teachers

Technology:

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)

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	Kelsey Cox
3) Classroom Teacher	Melissa Roach
4) Classroom Teacher	Michael Fulton
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	Cindy Carosone
10) Parent	Erika Freeman
11) Parent	Michelle Martin
12) Community Member	Matthew Endlsy
13) Community Member	Jeff Booker
14) Business Representative	Linda Janssen

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	September 22, 2015	3:15PM	Savannah Library
2	October 20, 2015	3:15PM	Savannah Library
3	November 10, 2015	3:15PM	Savannah Library
4	January 12, 2016	3:15PM	Savannah Library
5	March 22, 2015	3:15PM	Savannah Library
6	May 31, 2015	3:15PM	Savannah Library

2015-2016
Campus Improvement Plan
for
Wayne Stuart Ryan 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.

Wayne Stuart Ryan Elementary School's Mission Statement

"Empowering Children to Change The World!"

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.

Progress Report Date:

WIG 1

Increase the percentage of ALL students, ELL and economically disadvantaged students meeting state standards on STAAR by 10% from 2015-2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
1. Conduct professional development of effective questioning strategies/ questioning stems and the correlation of higher level questioning to state mandated assessments **X Addresses missed system safeguard**	Teachers, Reading Intervention Specialist, Math Interventionist, Bilingual Interventionist, Administration TI $1,500	X X X X X	1 2 3 4 8	Teacher Walk-through observations Sign In Logs and agendas	Formative Assessment results Cumulative Benchmark Assessments 2016 STAAR test results	**Oct** **Jan** **June**
2. Conduct PLC meetings by grade level each six weeks to analyze data, unpack the TEKS, plan lessons, create common assessments and rubrics, review effectiveness of safety nets, and discuss book studies **X Addresses missed system safeguard**	Teachers, Reading Intervention Specialist, Math Interventionist, Bilingual Interventionist, Administration TI $1,500	X X X X X	1 2 3 4 8	Teacher walk-through observations Sign in logs for PLC and lesson planning minutes Weekly lesson plan documents Common Assessments/Rubrics	Formative Assessment results Cumulative Benchmark Assessments 2016 STAAR test results	**Oct** **Jan** **June**

3. Provide instructional coaches to increase teacher understanding of the depth and complexity of the TEKS and higher order thinking strategies in the areas of reading/writing, math, and science **X Addresses missed system safeguard**	Teachers, Reading Intervention Specialist, Math Interventionist, Bilingual Interventionist, Administration TI $30,000 FTE 0.5 SCE $30,000 FTE 0.5 SCE $30,000 FTE 0.5	X 1 X 2 X 3 X 4 X 9	PLC Meeting Minutes Logs for student tutorials and "Tier" time intervention logs Weekly lesson plan documents in Eduphoria	Formative Assessment results Cumulative Benchmark Assessments 2016 STAAR test results	**Oct** **Jan** **June**
4. Conduct weekly team meetings to plan and design rigorous instruction **X Addresses missed system safeguard**	Teachers, Reading Intervention Specialist, Math Interventionist, Bilingual Interventionist, Administration	X 1 X 2 X 3 X 4 X 8 X 9 X 10	Teacher Walk-through observations Student writing journals review	Formative Assessment results Cumulative Benchmark Assessments 2016 STAAR test results	**Oct** **Jan** **June**
5. Continue "Tier" Time" (within the school day) for targeted instruction for specific student interventions in grades Kindergarten - 5th.	Teachers, Reading Intervention Specialist, Math Interventionist, Bilingual Interventionist, Administration	X 1 X 2 X 9	Logs for student "Tier" time intervention logs Lesson plans for student "Tier" time intervention logs documented in Eduphoria	Formative Assessment results Cumulative Benchmark Assessments 2016 STAAR test results	**Oct** **Jan** **June**
6. Utilize reading interventionist and bilingual paraprofessional position to increase the amount of remedial support for at-risk students TI $20,000 FTE 1.0	Reading interventionist/coach, principal, assistant principal	X 7 X 9	Schedules, student progress logs	Formative Assessment results Cumulative Benchmark Assessments 2016 STAAR test results	**Oct** **Jan** **June**

7. Inform parents of curriculum expectations and provide parents updates on individual student progress as appropriate through parent conferences, parent phone calls, parent curriculum nights, etc.	Teachers, Reading Intervention Specialist, Math Interventionist, Bilingual Interventionist, Administration	X 1 X 2 X 6	Attendance logs for PTA and other parent events Calendar of parent events End-of-year parent surveys Parent conference logs for all students - October 2014 and all at-risk students - February 2015 Weekly parent newsletters Teacher communication logs Log of Remind 501 messages	Formative Assessment results Cumulative Benchmark Assessments 2016 STAAR test results	**Oct** **Jan** **June**
8. Provide computer assisted instruction for literacy and math in Spanish and English and acquire additional technology for classroom use of CAI **X Addresses missed system safeguard**	Teachers, Reading Interventionist, Math Interventionist, ESL Interventionist, Administration TI $15,000	X 1 X 2 X 8 X 9 X 10	Number of students served Student progress monitoring	ELI/SELI/ DRA levels 2016 STAAR reading and math results	**Oct** **Jan** **June**
9. Utilize substitutes to cover classes while teachers participate in PLCs	Administration TI $9,000	X 1 X 2 X 8 X 9 X 10	PLC minutes and sign in sheets		**Oct** **Jan** **June**

10. Provide before, after and Saturday school tutorials for students needing acceleration based on data analysis TI $16,000 TI $2,000 TI $2,000	Teachers, reading, math, and ESL interventionists, administration	X 1 X 2 X 9	Logs for student tutorials Tutorial lesson plans	Reading levels, formative and summative assessments 2016 STAAR test results	**Oct** **Jan** **June**
11. Create writing opportunities for students across the contents **X Addresses missed system safeguard**	Teachers, reading and ESL interventionists, administration	X 1 X 8	Student writing portfolios and journals Teacher walk-through	Formative and summative assessments 2016 STAAR test results	**Oct** **Jan** **June**
12. Implement on-going campus-based vertical PLCs focused on best practices in math, reading, science, writing and social studies instruction and data analysis **X Addresses missed system safeguard**	Teachers, interventionists, administrators		Agendas Lessons	Formative and summative assessments STAAR results 2016	**Sept** **Jan** **June**
13. Attend writing, reading, math, and science conferences **X Addresses missed system safeguard** TI $4,574 TI $3,000	Teachers, interventionists, administrators				
14. Provide focused walkthrough classroom observations to provide feedback on instruction and progress	Administrators, interventionists, teachers	X 1 X 2 X 3 X 4 X 9 X 10			

Campus Improvement Plan
Wayne Stuart Ryan Elementary School

WIG 2

Develop and foster a growth mindset school culture.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
1. Provide on-going growth mindset training to teachers, students, and parents	Administrators, interventionists	X X X X	1 2 4 6	Book study notes Agendas Student work	Formative and summative assessments Survey STAAR 2016 test results	**Dec** **June**
2. Continue school wide student incentive program to spotlight, motivate and encourage students through Ryan Wrangler and Ringer initiatives	Administrators, teachers	X	1	Number of students recognized	Formative and summative assessments 2016 STAAR test results	**Dec** **May**
3. Create a parent academy to explain the concept of growth mindset and to provide parent trainings for math, literacy and science	Teachers, interventionists, administrators TI $1000 TI $950.90	X X	1 6	Agendas Parent Sign-in Sheet	Parent Survey	**Oct** **Jan** **May**
4. Continue the "Good Kids Book" for recognizing students' academic and behavioral performance	Teachers, interventionists, administrators	X	1	Book with student names End of year students survey	Decreased number of discipline referrals Formative and summative assessments	**Dec** **June**
5 Continue the writing display wall for the posting of excellent writing papers for school viewing and student recognition **X Addresses missed system safeguard**	Teachers	X	1	Student essays	2016 STAAR writing results	**Dec** **June**

6. Provide opportunities for parents to participate in at least one parent/teacher conferences and as needed. A minimum of one parent/teacher conference provided for parents during the fall semester and a second parent/teacher conference provided for parents of at-risk students during the spring semester	Teachers	<u>X</u> 6	Conference log-in sheets Parent survey	Formative and summative assessments 2016 STAAR test results	**Oct** **Mar**
7. Continue with 5th grade camp to promote teamwork and camaraderie among the students and to build teacher-student relationships	5th grade teachers, administrators, counselor	<u>X</u> 7	Student survey Parent survey	Formative and summative assessments 2016 STAAR test results	
8. Provide opportunities for individuals and teams to develop their capacities through goal setting, professional development, and recognition	Administrators	<u>X</u> 3 <u>X</u> 5	Teacher survey Administrative data log	Decreased teacher turnover	

Wayne Stuart Ryan Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Wayne Stuart Ryan Elementary School conducted a comprehensive needs assessment for the 2015-2016 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.

Comprehensive Needs Assessment

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, Droupout, 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.

STAAR data	District assessment
BOY, MOY and EOY DRA	
Campus assessments and benchmarks	

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	Needs
STAAR reading scores grades 3-5 increased	STAAR science - improve scores
ELI -K-61%, 1st-90%, 2nd-87%	Continue to work on student achievement in math and reading
SELI - K-75%, 1st-85%, 2nd-63%	Continue to reduce gap between economically disadvantaged Hispanic students and white non-economically disadvantaged students
KR math - K-87%, 1st-68%, 2nd-81%	Improve special education performance on STAAR
STAAR writing improvement	
All implemented intervention supported student achievement	

Summary of Needs

Implement the use of Istation and monitor monthly reports

Utilize reading and math interventionists and math coach - State Comp/Title I

Create vertical alignment teams for reading, writing, math, and science

Provide tutoring opportunities (reading/writing camp and Saturday school) - Title I

Purchase material and resources - Title I

Provide bilingual paraprofessional for grades 3-5 - Title I

Utilize PLCs to provide opportunities for teachers to review data and plan as well as to receive additional training - Title I

Comprehensive Needs Assessment

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
- Attendence
- 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.

Staff members	Free & reduced lunch reports
Enrollment reports	Special education records
Ethnicity reports	
EXPO Records	
Attendance reports	

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	Needs
	Academic gaps still exist between bilingual and monolingual students
Increased number of bilingual EXPO students	
	Diversity issues as a result of social gaps between bilingual/monolingual parents, students, and teachers
STAAR scores improved in all indexes	
Attendance at 96.4%	
Economically disadvantaged students (354) scores improved on state assessments	
ELL students(240) scores improved on state assessments	
Special education students (68) scores improved on state assessments	

Summary of Needs

Implement a school plan to integrate campus intervention time for all students to reduce the academic gaps between monolingual and bilingual students.

Increase "integration mindfulness" by providing opportunities for classes to work together to bridge social gaps between special populations

Continue on-going sharing of student progress and instructional strategies in PLCs

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Online staff survey	School administrative feedback
Student survey	
Parent survey	
Instructional leader meetings	
Staff interviews	

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   **Needs**

Parents and students enjoy the campus environment   Create a growth mindset in both staff and students

Parents feel the school environment is receptive to their
needs.   Belief that ALL students can succeed

Students describe the school environment as supportive
and spirited.   Concern with bullying

Student participate in extracurricular activities.

Staff feel supported by administrators.

Summary of Needs

Staff development and student training on growth mindset to close academic gaps - Title I

Books for campus study - Title I

Materials - Title I

Books for teacher study as well as themed classroom books for students - Title I

Provide character training to address bullying

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

Staff roster

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	Needs
	Continue to provide professional development to increase the use of best practices on campus.
100% of staff highly qualified	
Staff survey reveals high satisfaction and willingness to recommend campus to others.	Continuation in the learning of the PLC process to ensure data driven decisions
Staff development improved instruction.	
Staff feels supported by administration.	
PLC process improved academic results.	
Administration has open door policy.	
Additional math coaches assisted in planning and focused instruction.	

Summary of Needs

Focused PLCs based on student data to drive instruction - Title I

Professional development to continue PLC process, questioning skills, and integrating curriculum across the content - Title I

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.

Staff Survey	Writing samples
Lesson Plans	
PLC agendas and minutes	
Assessments	
District and campus instructional specialists and coaches feedback	

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	Needs
PLCs successful in identifying and targeting at-risk students	Additional PLC support
Rigorous benchmarks	Continue to have professional development in the PLC model, questioning, and integrating across the contents
District math previews	Additional training over district curriculum
Math workshops and number talks	Consistent scheduling of specialists and support staff
Support from specialists for intervention and instruction	Training in the RTI process
Raised rigor in every content	Additional guided reading training
Tier time intervention	Vertical teams
Tutorials before and after school	
Saturday school	

Summary of Needs

Staff development - PLC process, questioning skills, and integrating across the curriculum - Title I

Funding for substitutes to conduct half day to full day PLC for data analysis, planning, and staff development - Title I

Assessment resources

Additional time support for bilingual and at-risk students through Saturday school tutorials - Title I/State Comp

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.

Parent feedback	I
Teacher conferences	
Literacy Night Plan	
Family participation at school events	
Parent volunteer hours	

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	**Needs**
	Increased opportunities for monolingual and bilingual partnerships
PTA membership	
Implementation of Watch D.O.G.S.	Incentives for parent and community involvement
Weekly newsletters and academic focus	

Summary of Needs

Academic Nights - parent involvement - Title I

Parent Academy - focused training on student academic needs provided in a setting that bridges all demographics

Parent communication through email, phone blasts and newsletters

Comprehensive Needs Assessment

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.

Staff Survey

Master schedule

Duty schedules/responsibilities

Discipline data

Attendance data

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	Needs
Staff commitment to al l students	Clear and consistent discipline plan
Built in Tier Intervention in master schedule	Vertical alignment teams
Weekly grade level planning	More frequent team leader meeting to communicate campus and staff needs
Scheduled computer lab time in morning	Character traits instruction

Summary of Needs

Time for instructional planning and implementation of student data - Title I

Improve communication between administration and professional staff

Implement CHAMPS to improve the safety and efficiency of school operations

Improved communication between parents, staff and students

Comprehensive Needs Assessment

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.

Teacher survey

Classworks Data

IStation Data

Hardware Inventory

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

Staff believes technology is effective.

85% of respondents use technology in the classroom

Staff uses technology in instruction.

Needs

Additional technology training - Google Docs

Flexible computer lab schedule

More classrooms with Smart Boards - Mimio

Smart and chrome boards

Summary of Needs

Create and implement a campus wide technology plan for the 2015-16 year. - Title I

Staff development focused on integrating technology in the classroom.

Comprehensive Needs Assessment Summary of Priority Needs
Wayne Stuart Ryan

Demographics:

Implement a school plan to integrate campus intervention time for all students to reduce the academic gaps between monolingual and bilingual students.

Increase "integration mindfulness" by providing opportunities for classes to work together to bridge social gaps between special populations

Continue on-going sharing of student progress and instructional strategies in PLCs

School Culture and Climate:

Staff development and student training on growth mindset to close academic gaps - Title I

Books for campus study - Title I

Materials - Title I

Books for teacher study as well as themed classroom books for students - Title I

Provide character training to address bullying

Student Achievement:

Implement the use of Istation and monitor monthly reports

Utilize reading and math interventionists and math coach - State Comp/Title I

Create vertical alignment teams for reading, writing, math, and science

Provide tutoring opportunities (reading/writing camp and Saturday school) - Title I

Purchase material and resources - Title I

Provide bilingual paraprofessional for grades 3-5 - Title I

Utilize PLCs to provide opportunities for teachers to review data and plan as well as to receive additional training - Title I

Teacher Quality:

Focused PLCs based on student data to drive instruction - Title I

Professional development to continue PLC process, questioning skills, and integrating curriculum across the content - Title I

Curriculum, Instruction and Assessment:

Staff development - PLC process, questioning skills, and integrating across the curriculum - Title I

Funding for substitutes to conduct half day to full day PLC for data analysis, planning, and staff development - Title I

Assessment resources

Additional time support for bilingual and at-risk students through Saturday school tutorials - Title I/State Comp

School Content and Organization:

Time for instructional planning and implementation of student data - Title I

Improve communication between administration and professional staff

Implement CHAMPS to improve the safety and efficiency of school operations

Improved communication between parents, staff and students

Family and Community Involvement:

Academic Nights - parent involvement - Title I

Parent Academy - focused training on student academic needs provided in a setting that bridges all demographics

Parent communication through email, phone blasts and newsletters

Technology:

Create and implement a campus wide technology plan for the 2015-16 year. - Title I

Staff development focused on integrating technology in the classroom.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Ann Winkle
2) Classroom Teacher	Willa Kemper
3) Classroom Teacher	Monica Copley
4) Classroom Teacher	Kimberly Conrad
5) Classroom Teacher	Shannon Roussos
6) Classroom Teacher	Laura Malins
7) Campus-based Nonteaching Professional	Yesi McCleskey
8) Campus-based Paraprofessional and Operations Staff	Alexis Lopez
9) District-level Professional	Vicki Sargent
10) Parent	Joey Musselman
11) Parent	Kate Marshall
12) Community Member	Chris Wilson - Benchmark Church
13) Business Representative	Brandon McCleskey - First State Bank

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	September 29, 2014	3:30	W.S. Ryan Library
2	January 16, 2015	3:30	W.S. Ryan Library
3	June 10, 2015	3:30	W.S. Ryan Library

2015-2016
Campus Improvement Plan
for
Wilson 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.

Wilson Elementary School's Mission Statement

Wilson's mission is to partner with families and the community to prepare our children to become productive members of society by meeting the needs of the whole child. We will provide an educational foundation that supports all students in developing the skills needed to become lifelong learners and meet the challenges of our rapidly changing world.

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.

Progress Report Date:

WIG 1

Improve classroom instruction so that all students will demonstrate one year's growth in Language Arts, Math, Science, and Social Studies as evidenced by data from ELI, SELI, KR, Common Assessments and Standard Based Report Cards by June 2016.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Targeted literacy instruction will be provided using a variety of resources with an emphasis of differentiated instruction and meeting the needs of each student.	Administrators, Instructional Coach, Reading Recovery teacher and DLL, Teachers, Students. TI $30,000 FTE 0.5 SCE $30,000 FTE 0.5	X X X X X	1 2 3 9 10	Lesson plans, educational rounds, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, ELI, and SELI results.	Increased student engagement and one year's growth for all students.	**Oct** **Jan** **Apr**
Targeted math instruction will be provided using a variety of resources with an emphasis on increasing problem-solving skills.	Administrators, Instructional Coach, Teachers, Students. SCE $30,000 FTE 0.5 TI $5,000.00	X X X X	1 2 3 10	Lesson plans, educational rounds, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, Kathy Richardson, Math Journals, STAAR	Increased student engagement and one year's growth for all students.	**Oct** **Jan** **Apr**
Bilingual Education instruction will be provided to our bilingual students with a focus of building their native language and creating bilingual and biliterate students.	Administrators, Instructional Coach, Teachers, and Students. TI $30,000 FTE 0.5	X X X X X	1 2 3 4 9	Lesson plans, educational rounds, coaching schedule, IT meeting minutes, PLC minutes, staff development, common assessments, ELI, and SELI results.	Increased student engagement and one year's growth for all students.	**Oct** **Jan** **Apr**

Through coaching and collaboration teachers will plan and develop lessons for each six weeks that will require students to gain a deeper understanding of the TEKS required. Teams will function as a professional learning community.	Administrators, Teachers, Coaches, Instructional specialist.	X	1	PLC schedule, grade level planning meetings, resources for classroom teachers to increase rigor, walkthroughs, and observations.	Increased student engagement and rigor.	**Oct** **Jan** **Apr**
		X	2			
		X	3			
		X	4			
		X	5			
		X	7			
		X	8			
		X	9			
		X	10			
A coaching and collaboration model will be used to improve Tier I and Tier II instruction. Time will be provided to allow teachers to work with coaches. TI $6,800	Reading interventionist/coach, Math interventionist/coach, Bilingual interventionist/coach.	X	1	IT schedule, IT meeting minutes, PLC artifacts, coaching/interventions log.	Decrease in students referred to tier two and tier three.	**Oct** **Jan** **Apr**
		X	2			
		X	3			
		X	4			
		X	5			
		X	7			
		X	8			
		X	9			
		X	10			
Through coaching, collaboration, and staff development, engaging activities and technology will be used to increase student achievement and engagement.	Administrators, Grade level teams, technology team.	X	1	Book Study Schedule, staff meetings, POs, lesson plans, educational rounds, Study Island, Classworks, Reading Counts, Parent Technology Night, sumdog, Technology SMART goals, iPads, Chromebooks.	Student engagement	**Oct** **Jan** **Apr**
		X	2			
		X	3			
		X	4			
		X	5			
		X	7			
		X	8			
		X	9			
		X	10			

Increase parent communication with spring kinder parent conferences, newsletters, twitter, and grade level parent meetings. TI $540.19	Teachers and administrators.	X 6	Newsletters, updated websites, kinder parent conferences, grade level meetings sign in sheets.	Increase collaboration between parents and school.	**Oct** **Jan** **Apr**
A variety of parent involvement activities for Math, Science, Dual language, and "Donuts with Dads", and community events will be held. TI $1,000.00	Administrators, Dual language team, technology team.	X 6	Family Math & Science Night, Family Movie Nights, Technology Night, Donuts with Dad events, Dual Language event Nights.	Increase attendance at parent involvement activities.	**Oct** **Jan** **Apr**
Teachers and staff will continue to grow towards assessment literacy.	Administrators, coaches, teachers.	X 1 X 4 X 8 X 10	Growth in the assessment literacy learning walk rubric.	Increase student understanding of their own academic performance.	**Oct** **Jan** **Apr**
We will continue to promote positive health and fitness for our students and staff.	PE Teachers and Nurse	X 2	Fitness program, District Track Meet, PE clubs for 4th and 5th grade, Wellness night with TWU, Field Day, Health Lessons in the classrooms.	Students and staff will be encouraged to live a healthy and fit lifestyle.	**Oct** **Jan** **Apr**
Provide a variety of resources through our library, literacy library, and classroom libraries so that all students have opportunities to read several books at their reading level and have the materials needed to be successful. TI $3,553.81	Administrators, librarian, classroom teachers.	X 2 X 4 X 9	Library, literacy library, and classroom library resources, academic resources.	All students are provided several resources to have lots of reading books at their levels and materials needed.	**Oct** **Jan** **Apr**
Targeted writing instruction will be provided to all students by collaborating through a writing PLC, using the WOW writing program, and IEP objectives for special education students. **X Addresses missed system safeguard** TI $2,000.00	Classroom teachers and special education teachers.	X 1 X 2 X 3 X 9 X 10	4th grade writing binders, all grade level journals and writing journals.	Students will grow more than one years growth according to their grade level writing rubric.	**Oct** **Jan** **Apr**

WIG 2

By June 2016 increase students thinking, problem-solving, innovation, and creativity skills critical to learning and academic success and continue to grow a campus culture of compassion, collaboration, and celebration.

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Continue routine staff and student recognition	Administrators, counselor, teachers, and students. TI $1,000.00	X X	1 5	6 week award assemblies, staff meetings, high fives, perfect attendance, Mighty Mustangs, superstar students, morning broadcast.	High fives given to teachers, students recognized at assemblies and morning broadcast.	**Oct** **Jan** **Apr**
We will continue to maintain a campus culture and feeling of safety that promotes high academic achievement in a risk-free environment.	All staff	X X X	1 2 5	Character counts; Second step: A violence prevention program; Steps to respect: A Bullying prevention program; PTA sponsored program; Stand up Against Bullying Day	Campus culture will be inviting and safe.	**Oct** **Jan** **Apr**
Increase habits and attitudes for 21st century learning	All staff and students. TI $1,000.00	X X	1 2	Campus-wide study of habits and attitudes students need in order to be ready for the 21st century. This will be accomplished through "Classroom Habitudes" by Angela Maiers	Students and teachers will learn more about Imagination, Curiosity, Self-Awareness, Perseverance, Courage, Zeal, and Adaptability.	**Oct** **Jan** **Apr**

Wilson Elementary School Campus Improvement Plan

2015-2016 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Wilson Elementary School conducted a comprehensive needs assessment for the 2015-2016 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.

Comprehensive Needs Assessment

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, Droupout, 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.

Academic performance report	TELPAS results
District benchmarks	Rigby results
ELI data	SELI data
Class grades	Campus created common assessments

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	**Needs**
All students are making progress	Interventionist in K-2 grades
Reading Recovery and Literacy groups	Parental training to support at home
After school tutoring	Saturday school for all students
Saturday school for Bilingual/ESL students	Bilingual dyslexia therapist
Classroom instruction	One year growth in all domains of TELPAS
High expectations in the classrooms	Prepare students for STAAR phase level II
Continue funding Reading and Mather interventionist	

Summary of Needs

Prepare students for STAAR phase level II

Increase reading, writing, listening, and speaking for all TELPAS students to demonstrate one year's growth

Fund a reading, math, and bilingual interventionist

Comprehensive Needs Assessment

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.

Enrollment	Attendance
Ethnicity	Gender
Special program participation	At-risk student list
Teacher-student ratios	

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

Student diversity

Title 1 resources

Special programs based on need

Math coach and interventionist

Mid-year kinder parent conferences

Reading coach and interventionist

ESL teacher

1.5 EXPO teachers

Needs

Spanish dyslexia trained teacher

Bilingual interventionist

Low GT representation of diverse student population

Repeat truancy attendance issues

Summary of Needs

Help families understand the importance of education and to minimize truancy

Continue to look for early identification of GT students

Continue funding a Math coach and interventionist

Continue funding a Reading coach and interventionist

Fund a Bilingual interventionist

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

Discipline referral data	Bully reports
Alternative school referrals	Parent conferences
Classroom walkthrough data	Staff input
Feedback data	

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	**Needs**
Conflict resolution education	Regular and consistent cafeteria support
Classroom management/discipline	Connect with local colleges and universities
Character counts	Support staff schedule
2nd step social skills training	Focus on skills so support 21st century learning
Parent involvement	
Communication with staff and parents	
Student recognition	
Staff recognition	
Clean building	

Summary of Needs

Continue to build on staff and student recognition

Work with special education department to create the most effective schedules for our special education student population

Continue to communicate and support parent involvement activities

21 century learning skills

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 data breakdown by ethnicity and years of service	Teacher certification
Special program teachers in relation to students in special programs	Service records
TEA school report card	

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	Needs
Strong and king mentoring	New teachers needs grade level mentors
Teacher retention	New teachers need time with mentors
Observations and feedback	New teachers need time with instructional coaches
Recruitment activities	Bilingual interventionist
Staff appreciation	Inclusion support
Time provided for teachers to spend with instructional coaches	K-2 interventionist
Low teacher turnover	

Summary of Needs

Collaborate with the special education department to continue assurance of meeting the needs of our special education students

Collaborate with the bilingual department to have a bilingual interventionist on campus full time

Provide time for teachers to spend with content teachers

 Provide each new teacher a grade level mentor

Provide time for new teachers to spend with mentors

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.

District scope and sequence	TEKS
Lesson plans	Common assessments
Report card assessments	Technology
Campus wide book study	

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

Breakdown of assessments to specific TEKS

Using data to drive intervention and enrichment

Grade level common assessments

Study Island

iStations

Intervention for 3rd-5th grade students

Needs

Spanish reading material

Intervention K-2

Data analysis for K-2

STAAR resources for teachers in Spanish

Writing resources for vertical alignment

Math fact fluency

Rigorous materials for teachers

Summary of Needs

Spanish reading materials

Celebration for math fact fluency for every grade level

Continue to support Study Island for 3rd-5th grade students

Resources for classroom teachers to help with planning for increased rigor

Writing resources for vertical alignment

Comprehensive Needs Assessment

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.

Volunteer information	Attendance records of family and community events
Parent feedback	Community service agencies and support services
PTA volunteer hours	

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

Family participation

Parent meetings

Literacy night

Math and Science nights

Character assemblies

Extracurricular events

Counseling support

Dual language activities

Communication in English and in Spanish

Kindergarten spring parent conferences

Needs

Increase involvement and promotion of community

More teacher support of the PTA

UNT basketball field trip aligned with college support/purpose

Community service project

Summary of Needs

Continue kindergarten spring conferences

Increase involvement and promotion of Denton community events

Work with UNT for the district basketball trip to promote college and career interest

Each grade level needs to have a community service project

Comprehensive Needs Assessment

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.

RTI procedures	Master schedule
Duty schedule	Student support services
Supervision structure	School physical environment
Communication	

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	**Needs**
Communication in English and in Spanish	Students pulled out of class often
Instructional time is valued	RTI procedures
Administration support	Update lunch schedule to allow better flow in the cafeteria and supervision
Staff is kept informed about upcoming events	Special education student placement needs to be dispersed.
Building is kept clean	

Summary of Needs

RTI procedures to allow more time slots for needy students with follow through

Update master schedule for un-interrupted time for teachers

Update master schedule for lunch time to allow for better flow in the cafeteria and supervision

Collaborate with special education staff for placement of students

Comprehensive Needs Assessment

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.

Technology availability _____   Technology purchased _____

Student computers _____   Technology professional development _____

Teacher input _____

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

Teacher iPads

Student use iPads

Chrome Books

Computer labs

Programs for student use

Needs

Headphones for computers in computer labs

Students need keyboarding skills

Technology staff development

Update old/outdated equipment

Summary of Needs

Technology staff development

Continue to support current programs such as study island

Work with community partners to help update old equipment

Comprehensive Needs Assessment Summary of Priority Needs
Wilson Elementary School

Demographics:

Help families understand the importance of education and to minimize truancy

Continue to look for early identification of GT students

Continue funding a Math coach and interventionist

Continue funding a Reading coach and interventionist

Fund a Bilingual interventionist

School Culture and Climate:

Continue to build on staff and student recognition

Work with special education department to create the most effective schedules for our special education student population

Continue to communicate and support parent involvement activities

21 century learning skills

Curriculum, Instruction and Assessment:

Spanish reading materials

Celebration for math fact fluency for every grade level

Continue to support Study Island for 3rd-5th grade students

Resources for classroom teachers to help with planning for increased rigor

Writing resources for vertical alignment

Student Achievement:

Prepare students for STAAR phase level II

Increase reading, writing, listening, and speaking for all TELPAS students to demonstrate one year's growth

Fund a reading, math, and bilingual interventionist

Teacher Quality:

Collaborate with the special education department to continue assurance of meeting the needs of our special education students

Collaborate with the bilingual department to have a bilingual interventionist on campus full time

Provide time for teachers to spend with content teachers

Provide each new teacher a grade level mentor

Provide time for new teachers to spend with mentors

Family and Community Involvement:

Continue kindergarten spring conferences

Increase involvement and promotion of Denton community events

Work with UNT for the district basketball trip to promote college and career interest

Each grade level needs to have a community service project

School Content and Organization:

RTI procedures to allow more time slots for needy students with follow through

Update master schedule for un-interrupted time for teachers

Update master schedule for lunch time to allow for better flow in the cafeteria and supervision

Collaborate with special education staff for placement of students

Technology:

Technology staff development

Continue to support current programs such as study island

Work with community partners to help update old equipment

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Tammy Gramling
2) Classroom Teacher	Kim Smith
3) Classroom Teacher	Mylina Yarbrough
4) Classroom Teacher	Emily McAbee
5) Classroom Teacher	Vanessa Arispe
6) Classroom Teacher	Nancy Cheek
7) Campus-based Nonteaching Professional	Varina Lavelle
8) Campus-based Paraprofessional and Operations Staff	Teresa Gonzalez
9) District-level Professional	Chris Shade
10) Parent	Jennifer Collins
11) Parent	Kristy Hathcock
12) Community Member	Vicki Storrie
13) Community Member	Brian Beck
14) Business Representative	Mike Vance
15) Business Representative	Herb Newton

CLT Meetings for 2015-2016			
#	**Date**	**Time**	**Location**
1	9/28/2015	3:10	Wilson Conference Room
2	10/26/2015	3:10	Wilson Conference Room
3	1/25/2016	3:10	Wilson Conference Room
4	2/22/2016	3:10	Wilson Conference Room
5	3/28/2016	3:10	Wilson Conference Room
6	4/25/2016	3:10	Wilson Conference Room
7	5/23/2016	3:10	Wilson Conference Room