

**2016-2017
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

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 Robert E. Lee Elementary School

Progress Report Date:

WIG 1

Lee staff will raise student achievement in math and literacy by focusing on increasing the level of rigor in Tier I Instruction. This will be accomplished by using formative assessments and monitoring our students using a data wall and data binders to help teachers know when and how to adjust instruction or intervene.

Lead (Action Steps)	Persons Responsible/Resources	TI	SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring				
<p>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. Involve our special education teachers in the planning of the content area. This will equip them to scaffold the learning for our special ed students.</p> <p>Person/s responsible: Principal Assistant Principal Math Coach Reading Coach Classroom Teachers</p> <p>Completion Date: June 2017</p>	Administrators Math & Reading Coach Classroom Teachers	<u>X</u>	1	Lesson plans on Eduphoria or Google Docs. Lesson plans will be shared will all involved.	student work, rubrics, formative assessments, walk throughs	<p>Sept</p> <p> No Progress</p> <p> Some Progress</p> <p> Considerable Progress</p> <p>Dec</p> <p>May</p>				
		<u>X</u>	2							
		<u>X</u>	3							
	SCE	\$60,000	FTE				1	<u>X</u>	4	
	<u>X</u>	5								
	SCE	\$30,000	FTE				.5	<u>X</u>	8	
	<u>X</u>	9								
	SCE	\$30,000	FTE				.5	<u>X</u>	10	
	X Addresses missed system safeguard									
	<p>Use PLCs to look at formative and common assessments and have dialogue about the teaching and learning. Use the planning day to design lessons and look at standards. Discuss how we will go back and provide feedback to students and determine next steps.</p> <p>Person/s responsible: Principal Assistant Principal Reading & Math Coach Reading & Math Interventionists Classroom Teachers</p> <p>Completion Date: June 2017</p>	Interventionists; Coaches, classroom teachers, Administrators	<u>X</u>				1	assessments, rubrics used for rater reliability, data from AWARE	assessments, student work, discussion at RtI meetings regarding math and reading growth, data from AWARE	<p>Sept</p> <p> Some Progress</p> <p>Dec</p> <p>May</p>
<u>X</u>			2							
<u>X</u>			3							
TI		\$30,000	FTE	.5	<u>X</u>	4				
<u>X</u>		5								
SCE		\$30,000	FTE	.5	<u>X</u>	8				
<u>X</u>		9								
SCE		\$30,000	FTE	.5	<u>X</u>	10				
X Addresses missed system safeguard										
<p>Conduct walk-throughs and provide feedback to teachers that will impact teaching and learning.</p> <p>Person/s responsible:</p>		Administrators	<u>X</u>	1	walk-through rubrics, TTESS rubric	assessments, student work, discussion at RtI meetings regarding math and reading growth, data	<p>Sept</p> <p> Some Progress</p>			
	X Addresses missed system safeguard									

Principal Assistant Principal Classroom Teachers Completion Date: June 2017 X Addresses missed system safeguard	TI \$10,000.00 FTE	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10		from AWARE	Dec May
Host Math and Literacy Nights to help with parent engagement at school and home. Provide resources and manipulatives to inform our parents of the importance of home and school relationship. Person/s responsible: Administrators Interventionists Coaches Classroom Teachers Completion Date: June 2017 Addresses missed system safeguard	Administrators, Interventionists, books/literature, games Coaches, Teachers, TI \$2,000.00 FTE	<input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 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. Addresses missed system safeguard	behavior counselor TI \$60,000 FTE 1	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 9			
Increase student engagement through technology by purchasing needed technology. X Addresses missed system safeguard	TI \$15,000.00 FTE				
To attend district staff development for the math Investigations program Addresses missed system safeguard	Administrators, Classroom teachers		Attendance at workshop	Classroom Observations, common assessments & benchmarks	

**Campus Improvement Plan
Robert E. Lee Elementary School**

WIG 2

Become a Strength Based Academy School to increase the confidence level of our students. This confidence should transfer into the classroom and their daily lives.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide lessons to students from a lead teacher with the materials provided by the company. Addresses missed system safeguard	lead teacher \$2,000.00 FTE				
New teachers will take the gallup test to measure their strengths. Addresses missed system safeguard	\$500.00 FTE				

Robert E. Lee Elementary School Campus Improvement Plan

2016-2017 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 2016-2017 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

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

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

State Assessment Data	
Data Wall	
Formative Assessments	
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

Our learning targets are aligned to the TEKS and the lesson plan.

We are being more intentional about planning with the standard in mind and know what is expected of the learner.

Our set days to plan collaboratively with our coaches is working well.

Needs

A need to plan for science with the district coordinator to help align the rigor of instruction and help with Tier I.

Increase the number of students that pass in reading in every grade level.

Increase the use of the science lab.

Increase the rigor of instruction across all content areas.

Continue to use formative assessments to adjust and scaffold learning.

Summary of Needs

Although we are doing well in planning as a collaborative group for math and reading, based on our data, we have found the need to do the same for science. We are hoping that by doing this we can also have a designated time/day to plan for science. We need to be intentional about the questioning to help the comprehension side of literacy. We will continue to use the math and reading workshop model to provide scaffolding and differentiation to students.



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.

TELPAS Summary of previous years

AEIS Report: to determine strengths and needs of our populations

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

Findings/Analysis

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Strengths

Support for students who qualify for Reading Recovery by DLL and RR teachers.

Support for students who did not meet standard on a STAAR test by the interventionists.

We are identifying students earlier by using the Rtl system; the committee is setting goals to help the others on the learning continuum.

Regularly scheduled bilingual meetings to address bilingual concerns and provide trainings.

Needs

We need to be intentional about strategies to help improve the TELPAS ratings with our ELL population.

Provide,more oral language opportunities in the lessons to help improve English oral language skills.

We need to provide training on how to differentiate and scaffold better to help our most at risk population progress.

Special Education Accommodations training.

Monitor bilingual students language of focus.

Summary of Needs

We need to provide intentional oral language strategies and vocabulary development so that our bilingual students will increase their TELPAS ratings. Including our special education teachers in the planning will help them prepare to scaffold and differentiate to better meet the needs of our special education students.



School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Community 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

Staff Celebration Awards

Student Focused Awards Assemblies

Treat your Friend Tuesday

Lunch Out

Monthly Food Truck

Needs

Continue Food Trucks

Continue to recognize teachers for specific actions with our Celebration Awards at staff meetings.

Lunch out helps team members get to know one another on a deeper level.

Summary of Needs

Recognizing teachers for their strengths with an award at staff meetings is a meaningful way to encourage teachers. Teachers enjoy having a time to have lunch together as a team to get to know one another on a deeper level. These activities will build trust among our teachers.



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.

T-TESS	
Special Program Qualifications	
Walkthrough Rubrics	
Professional Development Sign in Sheets	

See page 10 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

New Teacher Academy (for new teachers to Lee or to the profession)

Mentors for new teachers

Professional development opportunities on and off campus

Needs

Opportunities to observe highly-effective teachers during readers workshop

Opportunities to observe highly-effective teachers during math workshop

Vertical planning to ensure alignment

Summary of Needs

In order to continue learning with and from one another, teachers need to observe effective instruction and have conversation in vertical teams to discuss best practices and alignment.



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.

Assessments in AWARE _____

Data Wall _____

Common 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

Formative & common assessments to help provide feedback and adjust instruction

Ensuring students take ownership of the learning targets

A designated planning day for collaboration

Implementing lessons from resources such as Comprehension Toolkit, Write from the Beginning, & Words Their Way, etc.

Needs

Vertical Team Alignment Process

Differentiation strategies based on student needs

Embed and be intentional about vocabulary and oral language in lessons.

Provide feedback based on formative check ins and student work.

Summary of Needs

Teams need to meet vertically to collaborate and have conversations about big rock standards that will prepare students for the next grade level. Discuss intentional strategies that will make an impact on student learning.



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 from family nights	
Parent feedback	
ACE surveys	
Community Engagement Survey	
Parent teacher conference sign in sheet	

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

Monster Math night was well attended and parent classes at Monster Math night were well attended.

Open House

Communication between parent and staff: Twitter, emails, newsletters, SeeSaw, & Class Dojo

Watch Dogs

Ryan High School Spanish Honor Society: Students come to read with K-2 bilingual students

We have acquired 6 mentors who meet with students on a regular basis.

Needs

Continue to have Literacy Night and Math Night.

Recruits dads on a regular basis for WATCH DOGS Program.

Technology Night to teach parents how to access Think Through Math, iStation and Ready Rosie at home.

Summary of Needs

Provide parents with learning opportunities by having Math, Literacy and Technology Nights to engage them in their child's learning. Continue to communicate and inform parents via FaceBook, email, Remind and newsletters.



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

New Teacher Mentor Program

PLC Schedule

WOW Days Schedule

Rtl System

Weekly planning along with the use if coaches in planning and in classrooms.

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

New Teacher Mentor Program:

Push in and pull out intervention built in the daily schedule

Pacing Guides: Teachers can plan ahead through the use of their planning guides developed during WOW days

Campus wide CHAMPS behavioral expectations

Needs

More academic collaboration with the ACE Program

Clearly defined CHAMPS behavioral expectations on the common areas

Teachers observing master teachers within our campus

Summary of Needs

Develop systems that facilitate the support our students receive. Whether it's before school computer lab, during the day by a teacher or support staff, or after school support with our ACE program. Ensure that students that need additional support are receiving it and all stakeholders are involved.



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.

Campus or district sign in sheets.

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

Think Through Math: We open up the computer lab in the mornings for students tutorials

iStation: We open up the computer lab in the mornings for students tutorials

Technology Tidbits: Kahoot, Plickers, QR Codes

Interactive boards installed in all classroom

Needs

Looking forward to the Chromebook deployment

Looking forward to the Chromebook training and integrating Chromebooks into learning

Continue iStation and Think Through Math morning computer labs

Continue to purchase the program for the interactive boards

Summary of Needs

Teachers need to be trained on how to better enhance lessons or formative assessments with the use of technology. Students should be given the opportunities to regularly use technology in the classroom.

Comprehensive Needs Assessment Summary of Priority Needs Lee Elementary

Demographics:

We need to provide intentional oral language strategies and vocabulary development so that our bilingual students will increase their TELPAS ratings. Including our special education teachers in the planning will help them prepare to scaffold and differentiate to better meet the needs of our special education students.

School Culture and Climate:

Recognizing teachers for their strengths with an award at staff meetings is a meaningful way to encourage teachers. Teachers enjoy having a time to have lunch together as a team to get to know one another on a deeper level. These activities will build trust among our teachers.

Curriculum, Instruction and Assessment:

Teams need to meet vertically to collaborate and have conversations about big rock standards that will prepare students for the next grade level. Discuss intentional strategies that will make an impact on student learning.

School Content and Organization:

Develop systems that facilitate the support our students receive. Whether it's before school computer lab, during the day by a teacher or support staff, or after school support with our ACE program. Ensure that students that need additional support are receiving it and all stakeholders are involved.

Student Achievement:

Although we are doing well in planning as a collaborative group for math and reading, based on our data, we have found the need to do the same for science. We are hoping that by doing this we can also have a designated time/day to plan for science. We need to be intentional about the questioning to help the comprehension side of literacy. We will continue to use the math and reading workshop model to provide scaffolding and differentiation to students.

Teacher Quality:

In order to continue learning with and from one another, teachers need to observe effective instruction and have conversation in vertical teams to discuss best practices and alignment.

Family and Community Involvement:

Provide parents with learning opportunities by having Math, Literacy and Technology Nights to engage them in their child's learning. Continue to communicate and inform parents via FaceBook, email, Remind and newsletters.

Technology:

Teachers need to be trained on how to better enhance lessons or formative assessments with the use of technology. Students should be given the opportunities to regularly use technology in the classroom.

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	Brenda Thomas
3) Classroom Teacher	Lisa Carter
4) Classroom Teacher	Meghan Taylor
5) Classroom Teacher	Katy Watkins
6) Classroom Teacher	Erin Staniszewski
7) Campus-based Nonteaching Professional	Courtney Stroman
8) Campus-based Paraprofessional and Operations Staff	
9) District-level Professional	
10) Parent	Lori Reasoner
11) Parent	Matilde Nunez
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2016-2017			
#	Date	Time	Location
1	10/20/16	3:15 PM	Lee Professional Development Room
2	12/1/16	3:15 PM	Lee Professional Development Room
3	1/19/17	3:15 PM	Lee Professional Development Room
4	2/16/16	3:15 PM	Lee Professional Development Room
5	4/6/17	3:15 PM	Lee Professional Development Room