Braswell High School

Campus Improvement Plan 2017-18

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Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

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

School Mission

Braswell High School will empower lifelong learners to be engaged citizens who positively impact their local and global community.

School Vision

Our shared purpose is to create Braswell High School graduates who are empowered to fulfill our mission to positively impact our local and global community.

School Values

- We take pride in growing together and in our authentic relationships with each other.
- We take pride in our collective commitment to develop the social, emotional, and academic needs of our children.
- We take pride in celebrating our common successes.
- We take pride in embracing our opportunities for growth through transparent communication.
- We take pride in collaborating to improve learning for students at all Braswell schools.

WIG 1: Braswell High School will increase student engagement and academic mastery across the curriculum with a systematic and differentiated instructional approach that is well communicated, practiced with fidelity, and streamlined by June 2018 .						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Administrators will establish goals for the number of walk throughs to be conducted during the school year	Admins			Monitoring and feedback of instructional standards between administrators and teachers	Teachers are receiving relevant feedback that help facilitate the T-Tess process in the Spring	October January March May
Establish and facilitate subject grade level PLTs that meet biweekly	Admin; Teachers			Teachers are meeting and planning together regularly	Instruction is aligned; State Standards are being taught with fidelity	November January March May
Department Heads and Administrators will work to establish vertical alignment practices among elementary, middle school, and high school teachers.	Lead Teachers, Admin			Teachers are visiting feeder schools and collaborating with colleagues from feeder schools.	Instructional practices are vertically aligned, including vocabulary and technology practices	December February April May
The science department will work to have 70% of all students satisfy the Meets Grade Level target on the STAAR biology exam and have 22% reach Masters Grade Level by June 2018.	BHS Science Dept					
The math department will work to have 85% of all students pass the Algebra I STAAR exam by June 2018.	BHS Math Dept.					
The SpEd Department will support tested subjects by differentiating instruction to provide access to subject content standards that will promote a 5 % increase of Level II satisfactory scores on EOC Exams.	BHS SpEd Dept.			SpEd teachers will collaborate with general education teachers to ensure content and differentiation need are married	Differentiated instruction is aligned with standards as well as students' IEP	December March May
Theatre Arts and Visual Arts will incorporate one writing assignment per quarter to support EOC English subjects. (Complete for Theatre/Art, needs to be completed/run by Band/etc)	BHS Fine Arts Dept.			We will assign one writing assignment per quarter and assess them through EOC standards.	The assignments are completed and students pass the EOC standards as aligned to the assignment.	October December March May
The Visual Art and Theatre Arts department	BHS Fine			We will assign one project	The assignments are	October

WIG 1: Braswell High School will increase student engagement and academic mastery across the curriculum with a systematic and differentiated instructional approach that is well communicated, practiced with fidelity, and streamlined by June 2018 .

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
will incorporate social studies into one project per quarter to support EOC Social Studies subjects. (Complete for Theatre/Art, needs to be completed/run by Band/etc)	Dept.			assignment per quarter and assess them through EOC standards.	completed and students pass the EOC standards aligned within the assignment.	December March May
The LOTE Department will support tested subjects by incorporating concepts related to math, english, and social studies into our lessons. (To be continued)	BHS LOTE Dept.			Teachers within each language will meet regularly to plan and identify areas where cross curricular support can be included.	The assignments are completed and students pass the EOC standards as aligned to the assignment.	
The CTE Department will support ELA by integrating literacy strategies (KWL, Think pair share, Quickwrite, & 4 corners) at least once every unit.	BHS CTE Dept.			Teachers will upload the lessons that include literacy strategies into their T-Tess folders.	The CTE teachers will look at ELA STAAR scores of CTE students.	August
The Social Studies Department will have a 35% in the Masters category in the U.S. History STAAR Exam by June 2018	BHS SS Dept.			Students of tested subject that fall below 80% of on common assessment will have spiraled released questions added into curriculum.	Data from common assessments will also be compared with data from spiraled released questions to identify weaknesses with students and TEKS.	January March May
The AP English teachers will provide a minimum of four out of school hour AP tutorials for Ap students.	BHS AP ELA Dept.			We will have a roster for these tutorial times for evidence.	Data would be the scores specifically those who did and did not attend any tutorial times.	November January February April
English I & II ELA teachers will increase student participation in after hours tutorials for STAAR preparation, including re-testers, a minimum of eight times this school year.	BHS ELA Tested Levels			Parent communication: emails and parent phone log	Data would be the EOC ELA scored specifically measured by attended tutorial hours.	December February March
The HS 101/Health/PE department will teach cross curricular and academic support lessons.	HS 101/PE/Health			Teachers will upload lessons that include these topics in their T-Tess folders	Completed assignments	December May

WIG 1: Braswell High School will increase student engagement and academic mastery across the curriculum with a systematic and differentiated instructional approach that is well communicated, practiced with fidelity, and streamlined by June 2018 .

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
The Counseling Department will focus on goal setting, self-advocacy, and prioritized decision making through individual meeting and group guidance.	Counseling Department			Counseling log sign-ins, programs from Counseling Department	% of students with a 3.0 weighted GPA or higher will rise 3%	January June

WIG 2: BHS will establish a positive social, emotional, and academic culture through events, committees, and communication that will build collegiality among all stakeholders by June of 2018.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Collect data on students who participate in extra and co curricular activities.	BHS Admin			Completed online survey	Collect baseline data on participation	September January April
Cultural Appreciation Committee will work with other organizations to develop and implement events for the community.				Monthly meetings are on the calendar	Development of student programs and outreach	October December February May
BHS Admin will send out a monthly newsletter via email to parents with information about upcoming events for the school	Admin			Parents receive newsletter via email Establish baseline data of parents who indicate they did not receive information	Parents are informed about school activities.	November February April
ELLevate! Grant	Admin; Teachers			Students are aware of process for starting a club; New clubs are formed monthly	Each month at least one new club is formed	Every month
Establish Senior Class traditions				Goals are in department plan	Student climate survey	Every month
SpEd will communicate with parents/guardians every 3 weeks to increase collaboration of students receiving services.	SpEd Teachers			Teachers will keep a log of communication accessible by administration.	Parents are well informed	Every 3 weeks
Fine Arts Department will work collaboratively with core classes for cross-disciplinary cultural awareness .	BHS Fine Arts Dept.			Lessons and projects reflect curriculum that includes cross disciplinary and multi cultural focuses.	Students become more knowledgeable of other cultures and their impact in our world.	Every other month
HS 101/PE department will teach lessons on digital citizenship, emotions, and healthy relationships.	HS 101/PE/Health			Teachers will upload lessons that include these topics in their T-Tess folders.	Student Survey	December May
The Counseling Department and Administrative Team will collect and analyse data for students who achieve certifications	Admin/Counseling			Quarterly data meetings	An increase of students taking and passing certification tests	October January March

WIG 2: BHS will establish a positive social, emotional, and academic culture through events, committees, and communication that will build collegiality among all stakeholders by June of 2018.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
through CTE classes.						June
The Counseling Department will increase the participating in the TWU Go Center and Braswell Works programs.	Counseling Team, TWU Go Team, BW sponsors			Team will invite specific student groups using demographic information in eSchool and survey information from group and individual meetings. Advertising	Participation increase by 10% Current: 94 students used Go Center 24 used BW	January June

State System Safeguards - Performance, Participation, and Graduation Data Table

Performance	All			African American			Hispanic			White			American Indian			Asian		
Reading	from	-	to 69	from	-	to 58	from	-	to 66	from	-	to 76	from	-	to 73	from	-	to 80
Mathematics	from	-	to 86	from	-	to 80	from	-	to 81	from	-	to 92	from	-	to 33	from	-	to 100
Writing	from	-%	to -	from	-%	to -	from	-%	to -	from	-%	to -	from	-	to -	from	-	to -
Science	from	-	to 92	from	-	to 86	from	-	to 86	from	-	to 97	from	-	to 100	from	-	to 100
Social Studies	from	-	to 95	from	-	to 92	from	-	to 97	from	-	to 97	from	-	to 100	from	-	to 82

Performance	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current & Monitored)			ELL (Current)		
Reading	from	-	to 100	from	-	to 100	from	-	to 55	from	-	to 18	from	-	to 33	from	-	to -
Mathematics	from	-	to 100	from	-	to -	from	-	to 79	from	-	to 53	from	-	to 75	from	-	to -
Writing	from	-%	to -	from	-%	to -	from	-%	to -	from	-%	to -	from	-%	to -	from	-	to -
Science	from	-	to 100	from	-	to -	from	-	to 82	from	-	to 70	from	-	to 90	from	-	to -
Social Studies	from	-	to 100	from	-	to -	from	-	to 92	from	-	to 69	from	-	to 80	from	-	to -

Participation	All			African American			Hispanic			White			American Indian			Asian		
Reading	from	-	to 100	from	-	to 100	from	-	to 100	from	-	to 100	from	-	to 100	from	-	to 100
Mathematics	from	-	to 100	from	-	to 100	from	-	to 99	from	-	to 100	from	-	to 100	from	-	to 100

Participation	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current & Monitored)			ELL (Current)		
Reading	from	-	to 100	from	-	to 100	from	-	to 100	from	-	to 100	from	-	to -	from	-	to 100
Mathematics	from	-	to 100	from	-	to -	from	-	to 99	from	-	to 98	from	-	to -	from	-	to 94

Graduation	All			African American			Hispanic			White			American Indian			Asian		
4-year 2016	from	-	to -	from	-	to -	from	-	to -	from	-	to -	from	-	to -	from	-	to -
4-year 2015	from	-	to -	from	-	to -	from	-	to -	from	-	to -	from	-	to -	from	-	to -
5-year 2015	from	-	to -	from	-	to -	from	-	to -	from	-	to -	from	-	to -	from	-	to -

Graduation	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Ever HS)			ELL (Current)		
4-year 2016	from	-	to -	from	-	to -	from	-	to -	from	-	to -	from	-	to -	from	-	to -
4-year 2015	from	-	to -	from	-	to -	from	-	to -	from	-	to -	from	-	to -	from	-	to -
4-year 2105	from	-	to -	from	-	to -	from	-	to -	from	-	to -	from	-	to -	from	-	to -

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources
· Standards-Based Curriculum Resources and Materials
· Scope and Sequence; Pacing Guides; and/or Other Focus Documents
· UbD Units of Study
· Foundation Course/Class Materials
· Enrichment Course/Class Materials
· Technology
· Instructional Design/Delivery; High-Yield Strategies
· Lesson Study/Delivery Processes
· Collaborative Horizontal and Vertical Team Alignment Processes
· Student-Specific/Differentiated Strategies and Processes
· Common Benchmark Assessments and/or Other Assessments
· Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
EOY (End of Year) Student Technology Survey- BHS
EOY (End of Year) Staff Technology Survey - BHS
State and District 2015/2016 & 2016/2017 STAAR Scores
BrightBytes Survey
Denton ISD/Braswell HS Culture/Climate Survey

Curriculum Designs for each content area
Braswell Zone PLC (Professional Learning Community) notes
Data in Eduphoria (Aware)

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
The vertical zone is clearly defined in BHS (Braswell High School) Zone; Principals meet regularly Staff is comfortable and familiar with integrating technology into their curriculum	We are consistent with the district in the lack of integration of technology in Creativity, Collaboration, Communication, Critical Thinking (emerging) Inconsistent use of Common Assessments in subject/grade levels Inconsistent establishing and maintaining of PLTs (Professional Learning Teams) Teachers lack AP (Advanced Placement) training

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

All areas in "Needs" may be mitigated by PLTs. As a campus, we will need to complete training with teachers and ensure that teachers have the resources they need for effective implementation and sustainment of PLTs. In addition, administrators must support the PLTs.

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources
·   Enrollment
·   Attendance
·   Ethnicity
·   Gender
·   Mobility/Stability
·   Special Program Participation
·   At-Risk by Category
·   Teacher-Student Ratios
·   Graduation, Completion, Dropout, and GED Rates
·   Course/Class Assignments
·   College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
State and District 2016-2017 STAAR Scores
Denton ISD Culture/Climate Survey
Curriculum Designs for each content area
Braswell Zone PLC notes
Report Card information
Enrollment data (class rosters)
Club rosters

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Diverse student population Diverse staff Neighborhood school Diverse enrollment in co-curricular classes and clubs	ELL and Sped population struggles on state assessment performance White population has lowest attendance of all substantial sub-population Inconsistent monitoring of attendance and tardy processes

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We need to pay close attention to our subpopulations' state assessment performance. In addition, we need to streamline a process for monitoring attendance.

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
Social Media engagement statistics
Denton ISD Culture/Climate Survey
Curriculum Designs for each content area
Braswell Zone PLC notes
Campus email/newsletter data
PTA membership data
Logged volunteer hours
School calendar
Adopt- A- School records

Findings/Analysis

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

Strengths...	Needs...
Parents and the community want to be involved Strong PTA presence Multiple sources of parent communication Strong online presence Community events at school	Lack of diversity in parent involvement Irregular parent email/newsletter Statistical insignificance with number of parents completing DISD Culture/Climate Survey

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We need to increase participation in parent feedback through surveys and other platforms.

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
· Duty Rosters
· Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
· School Map & Physical Environment
· Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
Master Schedule
Duty Roster
Denton ISD Culture/Climate Survey
Campus Emergency Plan
Braswell Zone PLC notes

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Aspiring Teachers'/Administrators' Groups Vertical alignment amongst Zone schools Leadership teams/committees Majority of stakeholders feel safe Flexibility and adaptability of staff/faculty	Ineffective communication of safety procedures Lack of Staff Resource Guide with procedures Lack of common planning periods Unfamiliarity of all campus staff

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Campus leadership (including teachers) must continue to work on our systemic processes and resources.

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...

Technology Team meeting minutes and processes
Denton ISD Culture/Climate Survey
Curriculum Designs for each content area
Braswell Zone PLC notes
Student discipline data
Attendance data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Student clubs and organizations Opportunities for feedback from stakeholders Vertical alignment of the Braswell Zone Core Values Convocation	We have not had time to fully develop a campus culture

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We need an increase in activities which foster relationship building among teachers, students, and community.

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 Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
·   Professional Development Data
·   Teacher-Student Ratios
·   Graduation, Completion, Dropout, and GED Rates
·   Course/Class Completions, Grades, and Other Data
·   Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

*An empowered organization is one in which individuals have the knowledge, skill, desire, and
opportunity to personally success in a way that leads to collective organizational success. -
Stephen Covey*

List the actual data sources reviewed below...

Master Schedule HR retention data (exit surveys) PD feedback surveys Failure data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Leadership opportunities Job Fair participation Collaborative interview process Support of First Year Teacher Academy Paraprofessional team meetings Staffer of the Week	Communication and model of Core Values Mentoring of new teachers Implementation of Instructional Coach program Failure rate

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We need to develop processes, procedures, and programs which facilitate the recruitment and retention of quality staff.

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

State and District 2015/2016 & 2016/2017 STAAR Scores
Marking Period grades and failure lists
Attendance data from eSchool
Braswell Zone PLC notes
Discipline data
AP enrollment data
AP test taking data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Baseline data for EOC exceeded our foundational expectations AFL (Assessment for Learning) Cohort Instructional Coach structure Braswell Zone PLC Braswell Zone walk through data	High failure rate High truancy/students losing credit in classes High tardy rate Communicating assessment practices Loss of instructional time due to non-UIL activities Documentation of discipline Disproportionate number of discipline referrals in subpopulations

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Focus on Instructional Norms and relationship building to increase attendance and decrease discipline to maximize the instructional integrity of the classroom.

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.
· BrightBytes Survey
· Professional Development/Teacher Preparation Needs in Technology
· Leadership and Administrative Support Structures for Technology Implementation
· Resource Allocations
· Technology Policies and Procedures
· Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Technology Team meeting minutes and processes
State and District 2015/2016 & 2016/2017 STAAR Scores
Denton ISD Culture/Climate Survey
Braswell Zone PLC notes
BrightBytes Survey
Middle of the Year (MOY) Staff Technology Survey
End of the Year (EOY) Staff/Student Technology Surveys
Discipline data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
BHS is committed to our BYOD (Bring your own Device) climate We are consistent with the district in the lack of integration of technology in Curriculum, Collaboration, Communication, Critical Thinking Staff is comfortable and familiar with integrating technology into their curriculum Digital Training Technology Resource availability and support	BYOD (Digital Expectations) classroom practices need reevaluation and alignment Relevant teacher training on digital practices Using technology for critical thinking (SAMR) Attendance of Digital Training Knowledge of Digital Citizenship

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Our technology trainers will continue to offer relevant training for our teachers. We need to reevaluate practices for digital expectations on campus.

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Student Achievement...

School Culture and Climate...

Staff Quality, Recruitment and Retention...

We need to develop processes, procedures, and programs which facilitate the recruitment and retention of quality staff.

Curriculum, Instruction, and Assessment...

Family and Community Involvement...

We need to increase participation in parent feedback through surveys and other platforms.

School Context and Organization...

Focus on Instructional Norms and relationship building to increase attendance and decrease discipline to maximize the instructional integrity of the classroom.

Technology...

Our technology trainers will continue to offer relevant training for our teachers. We need to reevaluate practices for digital expectations on campus.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Phylicia Anderson
Teacher	Angela Farley
Teacher	Michelle Greene
Teacher	Cameron Killian
Teacher	Shannon McCuistion
Teacher	
Teacher	Carly Sperry
Campus-Based Nonteaching Professional	Maranda Matheson
Campus-Based Para or Operations Staff Rep	
District-Level Professional	Dwight Goodwin
Parent Rep	Karen King
Parent Rep	Latosha Kamuruko
Community Rep	Bryan Roberson
Community Rep	
Business Rep	Steve Workman
Business Rep	Thomas Lamarche

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

Date	Time	Location

Navo Middle School

Campus Improvement Plan 2017-18

Table of Contents

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

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

School Mission

Navo Middle School strives to provide a diverse and safe learning environment in which students are motivated and nurtured to become lifelong learners.

WIG 1: By the end of the academic year 2017-18, STAAR results in reading will reflect at least a 5% increase for all grade levels assessed.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Implement Denton ISD Reading 6-8 Scope and Sequence through targeted, differentiated instruction designed to meet specific TEKS, student expectations, and objectives.	Reading Teachers			Common formative and summative assessments Progress Reports Report Cards STAAR Results	Analysis of success at attaining WIG and increased student performance.	October-Some Progress February-Considerable Progress June-Accomplished
Continue to implement reading intervention. This year, we are utilizing Achieve 3000 to provide differentiated instruction based on individual student need.	Read 180 Teacher	SCE $60,000		Common formative and summative assessments Progress Reports Report Cards STAAR Results Master Schedule	Analysis of success at attaining WIG and increased student performance.	October-Some Progress February-Considerable Progress June-Accomplished
All students will be assessed for their current reading level via SRI	Reading Teachers			SRI results	Analysis of success at attaining WIG and increased student performance.	September-Accomplished
In Reading classes, those identified students whose SRI scores indicates need for intervention will receive access to Achieve 3000 which will be utilized in tutoring, advisory, and at home.	Reading Teacher			Student use of Achieve 3000	Analysis of success at attaining WIG and increased student performance.	September-Little progress February-Considerable Progress June-Accomplished
Advisory committee has a DEAR (Drop Everything and Read) committee in place that will integrate DEAR into our 30 minute advisory period.	Librarian and Reading Teacher			Committee Parameters for DEAR established Advisory Period is utilized throughout the week for DEAR time.	Analysis of success at attaining WIG and increased student performance. Student survey results in the fall and spring.	September-Little progress February-Considerable Progress June-Accomplished
Identify and schedule those students who demonstrate a need for reading intervention class in addition to their reading class.	Admin			Master Schedule STAAR Results Report Cards	Analysis of success at attaining WIG and increased student performance. Student survey results in the fall and spring.	August-Accomplished
Schedule Reading Teachers to provide reading intervention for a 2 week period	Teachers Subs			Benchmarks Report Cards	Analysis of success at attaining WIG and increased	February-Considerable Progress

WIG 1: By the end of the academic year 2017-18, STAAR results in reading will reflect at least a 5% increase for all grade levels assessed.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
leading up to the administration of Reading STAAR. This would be for those students not currently served in reading intervention; however, based on Benchmarks throughout the year demonstrate they need additional support.				Summative and Formative Assessments	student performance. Student survey results in the fall and spring.	May-Accomplished
Utilize PLC to develop common assessments, disaggregate student data, examine student work, and make adjustments in the curriculum, instruction and assessment as determined by the PLC.	Teachers			Common formative and summative assessments Progress Reports Report Cards STAAR Results Master Schedule	Analysis of success at attaining WIG and increased student performance.	October-Some Progress February-Considerable Progress June-Accomplished

WIG 2: Navo Middle School will establish a positive social, emotional, and academic culture through events and programs that will build collegiality among all stakeholders by June 2018.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Advisory Period has been created to provide daily reinforcement with lessons geared toward social and emotional well-being of students.	Admin			Master Schedule	Consistent platform for reinforcing social and school norms, growth socially and emotionally	August-Accomplished
Update social media weekly to provide communication to parents and community.	Admin			Tweets, Facebook	Consistent form of communication	October-Some Progress February-Considerable Progress June-Accomplished
Weekly emails sent to parents from administrative office.	Admin			Messenger emails	Consistent form of communication	October-Some Progress February-Considerable Progress June-Accomplished
Student surveys administered in the fall and spring.	Admin			Student Data	Student voice in campus culture and norms	October-Some Progress February-Considerable Progress June-Accomplished
Parent surveys administered in the fall and spring.	Admin			Parent Data	Parent voice in campus culture and norms	October-Some Progress February-Considerable Progress June-Accomplished
Staff surveys administered in the fall and spring.	Admin			Staff Data	Staff voice in campus culture and norms	
Pep rallies throughout the year that highlight student achievement in fine arts, academics, and athletics, as well as focusing on social and emotional lessons developed by our counseling department.	Fine Arts, Cheer, athletics, and counselor			Pep Rallies	Celebration of Navo accomplishments and culture	October-Some Progress February-Considerable Progress June-Accomplished
Spotlight of the week to recognize staff members for their contributions to Navo Middle School.	Admin			Awards and Recognition	Positive reinforcement and acknowledgement of outstanding performance	October-Some Progress February-Considerable Progress June-Accomplished

WIG 2: Navo Middle School will establish a positive social, emotional, and academic culture through events and programs that will build collegiality among all stakeholders by June 2018.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Working with our PTA to promote their advocacy for our students and staff.	All Staff			PTA membership and attendance	Collaborative and supportive relationships	October-Some Progress February-Considerable Progress June-Accomplished
Participating in piloting of Restorative Practices	Admin, counselor, 6th grade teachers			Discipline Data, teachers trained	Decreased ISS and OSS for 6th grade students	October-Some Progress February-Considerable Progress June-Accomplished
Student of the Month recognition.	Admin	Community donations		Awards and recognitions	Positive reinforcement and acknowledgement of outstanding performance	October-Some Progress February-Considerable Progress June-Accomplished
Panther of the Month: Student nominated and teacher selected staff member reco	Admin	Community donations		Awards and recognitions	Positive reinforcement and acknowledgement of outstanding performance	October-Some Progress February-Considerable Progress June-Accomplished
"Happenings in the Classroom" communicated via email to staff that provides anecdotal evidence of engaging lessons.	Admin			Awards and recognitions	Positive reinforcement and acknowledgement of outstanding performance	October-Some Progress February-Considerable Progress June-Accomplished
Transition Night for Incoming 6th graders	Admin and counselor			Scheduled Transition Night	Parents and students receive pertinent information	January-Some progress April-Accomplished
Counseling Department will establish goals that address the social, emotional, and academic needs of students	Counselor			Counselor Plan	Student growth	October-Some Progress February-Considerable Progress June-Accomplished

State System Safeguards - Performance, Participation, and Graduation Data Table

Performance	All from	to	African American from	to	Hispanic from	to	White from	to	American Indian from	to	Asian from	to
Reading	85	82	79	74	87	81	87	85	50	83	96	94
Mathematics	84	84	77	74	85	85	86	86	100	100	96	94
Writing	81%	83	69%	75	83%	85	83%	85	0	0	100	80
Science	82	89	69	78	81	92	87	92	100	0	100	90
Social Studies	76	76	66	59	71	77	80	83	100	-	100	90

Performance	Pacific Islander from	to	2 or More Races from	to	Eco Disadvantaged from	to	Special Education from	to	ELL (Current & Monitored) from	to	ELL (Current) from	to
Reading	0	50	89	91	79	70	57	46	74	70	-	-
Mathematics	100	50	84	88	76	76	49	49	68	76	-	-
Writing	-%	100	100%	88	68%	77	42%	35	92%	70	-	-
Science	-	100	100	91	77	78	45	59	79	93	-	-
Social Studies	-	100	100	73	66	65	40	44	57	73	-	-

Participation	All from	to	African American from	to	Hispanic from	to	White from	to	American Indian from	to	Asian from	to
Reading	100	99	100	99	100	100	100	99	100	100	100	100
Mathematics	99	100	100	99	100	100	99	99	100	100	100	100

Participation	Pacific Islander from	to	2 or More Races from	to	Eco Disadvantaged from	to	Special Education from	to	ELL (Current & Monitored) from	to	ELL (Current) from	to
Reading	100	100	95	100	99	99	98	98	-	-	100	100
Mathematics	100	100	95	100	99	99	98	98	-	-	100	100

Graduation	All from	to	African American from	to	Hispanic from	to	White from	to	American Indian from	to	Asian from	to
Reading												
Mathematics												
Writing												

Graduation	Pacific Islander from	to	2 or More Races from	to	Eco Disadvantaged from	to	Special Education from	to	ELL Monitored from	to	ELL (Current+Monitored) from	to
Reading	-	-									-	-
Mathematics												
Writing												

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources
- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

TEKS, Scope and Sequence, Common Benchmark Assessment Data through Aware, Scholastic Reading Inventory, Student work through PLC model, Curriculum Writing Teams, Grading Policy, Master Schedule,

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Professional Learning Community at Navo allows for consistent reflection of teaching and learning. The PLC provides the structure and opportunity for ongoing horizontal and vertical learning teams. The master schedule allows for teaming for 6th & 7th grade. Common assessments, including common benchmarks, formative and summative, provides relevant and timely data that drives an evaluation of current instructional and assessment practices. The collaborative environment within Navo, extending to the district facilitates feelings of support. Understanding the philosophy of the grading policy and more importantly, how to work within the parameters of the grading policy in a way that allows for student mastery has improved significantly on our campus. It has become a norm that is part of the culture. Goal setting, reflection, and coaching through the TTESS process encourages an individual focus on instructional practices as well as provides school data to identity trends.	Navo needs to continue to provide differentiation for all students, not only those who are 504 or receive special education services. With the reading scores dipping, it is important to identify specific areas of growth needed with regard to the way we provide instruction and assessment. We are working on setting clear learning targets each day in each class.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We need to continue to learn how to provide interventions for students in a timely manner. More specifically, learning when and how to intervene will take training and time.

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, Dropout, and GED Rates
· Course/Class Assignments
· College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Enrollment, Attendance, Data Dashboard, 2016 & 2017 Distinction Designation Summary

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the

data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Slight improvement noted in the attendance rate. We continue to become more diverse as a campus.	We need to bring our attendance rate up to at least 97%. We need a plan for the anticipated growth we will continue to see at Navo. This year teachers have their own classroom; however we anticipate that not being the case after this year. It is a difficult for the morale of the staff to remain high when they have to travel. This impacts instruction as well.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We need a plan for the anticipated growth we will continue to see at Navo. This year teachers have their own classroom; however we anticipate that not being the case after this year. It is a difficult for the morale of the staff to remain high when they have to travel. This impacts instruction as well. With that said, four portables (which is what we currently have) will not sustain the anticipated growth prior to another middle school opening in this area.

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Family and Community Participation, Parent Response to Outreach from Navo, Community Service Agencies and Support Services

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Braswell Zone PLC 380 Bash attendance and sponsorship Parent access of online gradebook Outreach of administrative and counseling teams Teacher communication with parents Google Classroom Open House Participation	PTA membership Despite the focus on communication and , community building, it is difficult to garner feedback in the form of surveys within the staff and community, thus it is difficult to gauge if the small number of respondents reflect the consensus.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Continue to build relationships with parents and community members. I think the survey questions need to be scrutinized and adjusted. Some of the questions, according to staff and parents lack specificity. This lack of specificity has created some confusion.

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
· Duty Rosters
· Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
· School Map & Physical Environment
· Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Duty Rosters,Decision-Making Processes, Master Schedule, Bell Schedule, Student Support Services, Communication: Formal and informal, Leadership: Formal and Informal

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Strengths...	Needs...
Staff members are eager to volunteer for leadership opportunities Staff members are quick to assist their colleagues Open communication with administration Interventions are built into the master schedule An advisory period allows for the social and emotional needs of students to be addressed Teaming PLC Growth mindset is revealed through the philosophy that every child can learn	Train teacher leaders in the PLC model Continue to develop an advisory period that is relevant and meaningful.

Summary of Needs

Solution Tree provides an excellent learning experience regarding Professional Learning Communities. However, it is expensive to consider training 5 teacher leaders. The cost simply for the conference would be approximately $3500, excluding travel and lodging.

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...

Surveys, Interviews, Classroom Walkthrough Data, Parent Conferences, IEP and 504 meetings, Feedback from Staff

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Walkthrough data is becoming more purposeful in that the staff has requested more feedback and genuinely appreciate the feedback. The structure of TTESS provides for coaching opportunities. The PLC implementation has created a more collegial learning environment among the staff. The campus is reflecting pride through the public recognition of students and staff. The SRO has been deliberate in building relationships with students, thus a sense of trust.	We need more participation in the surveys presented. We need to focus more on supporting parents with regard to understanding student conflict and bullying, as well as understanding the response of school personnel in these instances.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We need to continue to build relationships within the community, encouraging parents to become part of the culture of Navo Middle 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 Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
·   Professional Development Data
·   Teacher-Student Ratios
·   Graduation, Completion, Dropout, and GED Rates
·   Course/Class Completions, Grades, and Other Data
·   Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Teacher Certification, Staff Mobility, Recruitment Strategies, Data Dashboard

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Teachers continue to advance their learning opportunities in graduate school. TTESS goal setting and reflective practices encourages teachers to seek learning opportunities. The rubric allows for meaningful Presence of UNT and TWU attracts quality candidates for positions within Denton ISD. The PLC provides continual opportunities for improvement in our practices.	We need core content teachers to have special education certification.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

If our content teachers could be reimbursed for passing the test for special education certification, that may allow for more flexibility in how we serve our students who receive special education services.

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Advanced Course Enrollment Data, State Assessment Data, Common Assessments, Promotion Rates, Student IEPs, Enrollment in GT

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Strengths...	Needs...
Social Studies scores on STAAR assessment reveal higher than average student achievement.	Reading scores on STAAR have decreased across the board.
Science scores on STAAR assessment reveal higher than average student achievement.	The number of students meeting "Masters" on the STAAR assessment needs to increase.

Summary of Needs

Reading intervention needs to become a priority for Navo. We are currently utilizing Achieve 3000 as an additional resource. While the district is paying for this resource now, we will need this commitment to continue as Navo does not have Title funds.

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.
· BrightBytes Survey
· Professional Development/Teacher Preparation Needs in Technology
· Leadership and Administrative Support Structures for Technology Implementation
· Resource Allocations
· Technology Policies and Procedures
· Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Technology Hardware and Software, Technology Infrastructures, Professional Development, Technology Plan

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Strengths...	Needs...
The departments, social students and science, have 2 to 1 ratio of Chromebooks. Staff use of Google Classroom allows parent access and provides real time feedback. Staff continues to seeks ways to incorporate use of technology in ways that will promote student engagement.	There is no plan for allocation of Chromebooks to students in special education resource classes. Students in math and/or reading intervention classes would benefit from access to Chromebooks; however, until the math and ELA teachers have Chromebooks, intervention teachers won't have this valuable resource. It is cost prohibitive to replace student and teacher desktops as they break.

Summary of Needs

There is no plan for allocation of Chromebooks to students in special education resource classes.

Students in math and/or reading intervention classes would benefit from access to Chromebooks; however, until the math and ELA teachers have Chromebooks, intervention teachers won't have this valuable resource.

It is cost prohibitive to replace student and teacher desktops as they break.

Summary of Priority Needs

Demographics...

A plan to provide the room for growth projected with more portables in place beginning next year.

Student Achievement...

Sustained access to Achieve 3000 for reading intervention.

School Culture and Climate...

We need to continue to involve parents in Navo and continue to provide growth opportunities for our staff. We have placed a heavy emphasis on positive communication through the use of social media as well as focusing on highlighting our staff and students for the great things they are doing.

Staff Quality, Recruitment and Retention...

A district commitment to facilitate more teachers content specific and generalists teachers to become certified in special education.

Curriculum, Instruction, and Assessment...

We need to continue to learn how to provide interventions for students in a timely manner. More specifically, learning when and how to intervene will take training and time.

Family and Community Involvement...

Continue to build relationships within the Braswell Zone.

School Context and Organization...

Teacher leaders need to be provided training for PLC offered by Solution Tree.

Technology...

Additional funds to provide Chromebooks to every department in need.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Frank Hummel
Teacher	Deanna Fields
Teacher	Drew McMaster
Teacher	Gina Woodling
Teacher	Bailey Haussler
Teacher	Tina Simpson
Campus-Based Nonteaching Professional	Jade McClure
Campus-Based Para or Operations Staff Rep	Claudia Sanchez
District-Level Professional	Amy Lawrence
Parent Rep	Tonia Dake
Parent Rep	
Community Rep	
Community Rep	
Business Rep	
Business Rep	

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

Date	Time	Location
September 27, 2017	3:50	Library
November 30, 2017	3:50	Library
January 24, 2017	3:50	Library
March 21, 2017	3:50	Library
May 2, 2017	3:50	Library

Rodriguez Middle School

Campus Improvement Plan 2017-18

Table of Contents

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

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

School Mission

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

School Vision

We want RMS to be a place where teachers and students want to be every day to learn, explore and grow.

School Values

Collaborative, Integrity, Innovative, Leaders, Responsible

WIG 1:By the end of 2017-18, 80% of our stakeholders will complete and rate RMS a 4-5 (meet to exceeds) in all categories on culture and climate surveys.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Complete viper core value activities with staff to create and define for our campus. in collaboration with students.	Admin	None		Campus definition	Allows staff to define core values for campus	Completed in August
Update social media sites weekly to provide communication to parents and community.	Admin	None		Facebook posts & tweets	Allows parents & community a consistent communication form	November January April
Minimum of monthly SMORE newsletters to staff.	Admin	None		SMORE newsletters & feedback reports from SMORE	Allows staff a consistent communication form	November January April
Minimum of twice a month RMS update to parents/guardians of events.	Admin	None		Messenger emails	Allows parents a consistent communication form	November January April
Survey staff twice a year	Admin	None		Staff data	Allows admin to make adjustments as needed to meet the needs of the staff	December May
Complete viper core value activities with students to create and define for our campus.	Admin	None		Campus definitions & work from activity	Allows students to define core values for campus	Completed in August
Administrator attend all RMS PTSA meetings	Admin	None		Sign in sheets from PTSA	Allows parents & community voice to campus	November January April
Student surveys twice during year	Admin	None		Student data	Allows students a voice in campus	December May
Parent surveys twice during year	Admin	None		Parent data	Allows parents & community voice to campus	December May
The Counseling Department will establish a goal(s) that address the social, emotional and academic needs of students	Counselors	None		Counselor Plan	Allows students a voice in campus and in their personal growth	November January April
Implement student and staff recognition programs	Admin Team Leads	Donations		Awards & recognitions	Positive growth from students and staff	November January April

WIG 1:By the end of 2017-18, 80% of our stakeholders will complete and rate RMS a 4-5 (meet to exceeds) in all categories on culture and climate surveys.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Bengal Buddies at RMS	Counselors	NA		Monthly meetings	Students connect with others in zone	December May
PE will support healthy lifestyle for students through participation in a variety of activities including fitness gram and cpr training	PE	NA		Lessons and data from activities	Students are involved in a variety of activities that impact total student	December May

WIG 2: RMS will meet or exceed the district average in all State Assessments by May 2018.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Braswell Zone Walk Through Focus on Learning Targets	Admin			Monitoring and feedback of instructional standards and learning targets between staff	Teachers are receiving relevant feedback to help facilitate TTESS and growth	November February May
Math, science, social studies and ELAR will establish its own goals regarding tested grade levels based on district data.	Subject Teachers			PLC meeting minutes from each department with progress toward goal	Teachers are monitoring their progress and making necessary adjustments to instruction/assessments toward the department and school goal	November February May
Math, science, social studies and ELAR will meet weekly in subject level PLCs.	Subject Teachers			PLC meeting minutes from each department with progress toward goal	Teachers are monitoring their progress and making necessary adjustments to instruction/assessments toward the department and school goal	November February May
LLI for 6th grade struggling readers	Reading Interventionist	Comp Ed 60,000		Classes in schedule	Review of scores for students in program on reading level and STAAR	November February May
BYOD & Google classrooms	Subject Teachers			Walk throughs	Teachers and students have access to learning devices at all times	November February May
Walk Through Focus and Number	Admin			Monitoring and feedback of instructional standards between staff	Teachers are receiving relevant feedback to help facilitate TTESS and growth	November February May
Advisory tutorial Time	Subject Teachers			Students will receive passes to attend and utilize district technology programs	Students achievement and reports from programs.	November February May
Implementation of Readers Writers Workshop in all grades	ELAR Teachers			Lesson plans and walk throuhgs	Instructional practices reflect the components of readers writers workshop	November February May
Counseling department will advise students	Counselor	None		Course Selection	Students will be exposed to	March

WIG 2: RMS will meet or exceed the district average in all State Assessments by May 2018.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
about advanced course work with a goal of 50% of all 7th and 8th grade students will enroll	s				more rigorous and advanced coursework	

State System Safeguards - Performance, Participation, and Graduation Data Table

Performance	All		African American		Hispanic		White		American Indian		Asian			
Reading	from	to	from	to	from	to	from	to	from	to	from	-	to	-
Mathematics	from	to	from	to	from	to	from	to	from	to	from		to	
Writing	from	to	from	to	from	to	from	to	from	to	from		to	
Science	from	to	from	to	from	to	from	to	from	to	from		to	
Social Studies	from	to	from	to	from	to	from	to	from	to	from		to	

Performance	Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL (Current+Monitored)		ELL (Current)			
Reading	from	to	from	to	from	to	from	to	from	to	from	-	to	-
Mathematics	from	to	from	to	from	to	from	to	from	to	from		to	
Writing	from	to	from	to	from	to	from	to	from	to	from		to	
Science	from	to	from	to	from	to	from	to	from	to	from		to	
Social Studies	from	to	from	to	from	to	from	to	from	to	from		to	

Participation	All		African American		Hispanic		White		American Indian		Asian			
Reading	from	to	from	to	from	to	from	to	from	to	from	-	to	-
Mathematics	from	to	from	to	from	to	from	to	from	to	from		to	

Participation	Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL (Current+Monitored)		ELL (Current)			
Reading	from	to	from	to	from	to	from	to	from	to	from	-	to	-
Mathematics	from	to	from	to	from	to	from	to	from	to	from		to	

Graduation	All		African American		Hispanic		White		American Indian		Asian			
Reading	from	to	from	to	from	to	from	to	from	to	from		to	
Mathematics	from	to	from	to	from	to	from	to	from	to	from		to	
Writing	from	to	from	to	from	to	from	to	from	to	from		to	

Graduation	Pacific Islander		2 or More Races		Eco Disadvantaged		Special Education		ELL (Current+Monitored)		ELL (Current+Monitored)			
Reading	from	-	to	-	from	to	from	to	from	to	from	to	from	-	to	-
Mathematics	from	to	from	to	from	to	from	to	from	to	from		to	
Writing	from	to	from	to	from	to	from	to	from	to	from		to	

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources
· Standards-Based Curriculum Resources and Materials
· Scope and Sequence; Pacing Guides; and/or Other Focus Documents
· UbD Units of Study
· Foundation Course/Class Materials
· Enrichment Course/Class Materials
· Technology
· Instructional Design/Delivery; High-Yield Strategies
· Lesson Study/Delivery Processes
· Collaborative Horizontal and Vertical Team Alignment Processes
· Student-Specific/Differentiated Strategies and Processes
· Common Benchmark Assessments and/or Other Assessments
· Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
	Continue to implement and support PLC and common assessments for RMS

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources
·   Enrollment
·   Attendance
·   Ethnicity
·   Gender
·   Mobility/Stability
·   Special Program Participation
·   At-Risk by Category
·   Teacher-Student Ratios
·   Graduation, Completion, Dropout, and GED Rates
·   Course/Class Assignments
·   College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Campus 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 reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the

data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
New perspectives due to the large influx of students and parents from a variety of locations	To make a connection with Denton ISD & the Braswell Zone due to the quick growth within the area

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

BHS Zone data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...

Parents are actively involved	To address the needs of the parents and stakeholders communication is important and needs to take place frequently and through a variety of mediums.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

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
· Duty Rosters
· Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
· School Map & Physical Environment
· Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Navo Master Schedule & Staffing

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Provide time within schedule for staff to meet in team and PLC .	Build a schedule which allows for a maximizing of student learning time while supporting the additional programs of the campus.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

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...
BHS Zone Data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
	To be very specific with intentions to build the campus culture and climate for RMS

Summary of Needs

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources
·   Teacher Certification/Qualification Data
·   Paraprofessional and Other Staff Qualifications
·   Staff Effectiveness in Relation to Student Achievement
·   PDAS and/or Other Staff Effectiveness Data
·   Staff Mobility/Stability
·   Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
·   Professional Development Data
·   Teacher-Student Ratios
·   Graduation, Completion, Dropout, and GED Rates
·   Course/Class Completions, Grades, and Other Data
·   Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

BHS Zone Data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
	To monitor numbers to be able to advocate for additional staffing and resources as needed.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Student Achievement

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

Potential Data Sources
·   State Assessment Data
·   TELPAS and AMAO Results
·   SAT/ACT/PSAT Results
·   Advanced Course/Dual Enrollment Data
·   Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
·   State Data Tables
·   Texas Success Initiative Data
·   Course/Class Grades
·   Graduation, Completion, Dropout, and GED Rates, Diploma Types
·   Promotion/Retention Rates
·   Classroom and Program Assessments and Other Data

Data Sources Reviewed

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

List the actual data sources reviewed below...

BHS Zone Data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the

data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Students are meeting mastery on a large number of the state assessments	To provide specific supports to help students not only master but to show a year growth on state assessments.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

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.
· BrightBytes Survey
· Professional Development/Teacher Preparation Needs in Technology
· Leadership and Administrative Support Structures for Technology Implementation
· Resource Allocations
· Technology Policies and Procedures
· Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

BHS Zone Data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Strong ties between BHS and the feeder pattern	Follow the BHS BYOD policy & implement it on the RMS campus

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Student Achievement...

School Culture and Climate...

Staff Quality, Recruitment and Retention...

Curriculum, Instruction, and Assessment...

Family and Community Involvement...

School Context and Organization...

Technology...

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Misty Bennett Robert Garcia Luke Taylor
Teacher	Stephanie Bielman Lindsey Howard Laura Telschow
Teacher	Derek Dickerson Kelly Korenek William Wenger
Teacher	Megan Elizondo Charles Linn
Teacher	Hannah Elliott Catherine Lopez
Teacher	Traci Melson Rachel Murphy
Teacher	Kacie Rice Angela Taylor
Campus-Based Nonteaching Professional	Stephani Mohon
Campus-Based Para or Operations Staff Rep	Holly Stratton
District-Level Professional	Gwen Perkins
Parent Rep	Cindy Campos
Parent Rep	Salisa Vannucci
Community Rep	Terra Goodno
Community Rep	
Business Rep	Jodie Prickett
Business Rep	Melva Scott

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

Date	Time	Location
9/13/2017	4:00	RMS
10/25/17	4:00	RMS
11/29/17	4:00	RMS
1/31/18	4:00	RMS
2/28/18	4:00	RMS
3/28/18	4:00	RMS
4/25/18	4:00	RMS

Bell Elementary School

Campus Improvement Plan 2017-18

Table of Contents

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The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

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The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

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Title I Schoolwide Components Codified

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2. Schoolwide Reform Strategies (RS)
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5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

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

School Mission

Bell Elementary: Creating a safe and engaging environment where learners are empowered to flourish as productive members of the community.

School Vision

In progress

School Values

In progress

WIG 1: Bell Elementary will increase student achievement by fostering a community and culture of learning (academic and behavioral/social-emotional learning).

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will engage in regular Professional Learning Community work that focuses on a backwards design model, analysis of student data, and determining next steps for instruction. ● Identify essential standards ● Study, discuss, and unpack TEKS ● Keep the end in mind - review report card assessments/transfer tasks, STAAR released questions.. Determine appropriate level of rigor. ● Create learning targets based on TEKS, UbD Units, etc. Consider pre-requisite skills needed. ● Sequence learning targets in order of cognitive demand. Discuss common misconceptions anticipated. ● Create criteria for common understanding of success/mastery. Answer - what evidence of learning will we collect and document? ● Develop/review common pre-assessments and common formative assessment. ● Teach - Cycle of analyzing data, monitoring, and adjusting instruction and intervention/acceleration.	Classroom teachers Instructional intervention Admin			PLC Agendas Team Notes List of Essential Standards/Unpacked TEKS Walkthroughs (evidence of implementation) Student data Intervention/Acceleration plans of action PLC Non-Negotiables/Tights	Walk-through data/feedback over time Increased student achievement on formative assessments and work samples	

Implement Assessment for Learning Strategy 1 across the campus. Work alongside AFL team to provide new learning about learning targets in staff meetings throughout the year.
● I can write quality learning targets. "What's on the wall"
  ○ Target aligned to TEKS
  ○ Target describes learning
  ○ Student-friendly language
  ○ Lesson-sized
● I can make targets clear to students. "What's on the head"
  ○ Words clarified
  ○ Reference target throughout lesson
  ○ Students own the target
	Classroom teachers
	
	Instructional intervention
	
	Admin
				AFL Team Plan
				
				Staff development agendas/training materials
				
				Co-creation product - Bell Quality Learning Targets Rubric
				
				Administration will report learning target progress across the campus frequently using walkthrough data.
					Administration will report learning target progress across the campus frequently using walkthrough data.
					
					Increase in students being able to articulate the learning target.	

WIG 1: Bell Elementary will increase student achievement by fostering a community and culture of learning (academic and behavioral/social-emotional learning).

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Bell staff will implement the DMTSS process to regularly analyze student data, identify student needs,, provide appropriate intervention/acceleration, and progress monitor student growth. PLC will include time to discuss students of concern. Grade level WIN time (What I Need) will be utilized to provide intervention to students.	Classroom teachers Instructional intervention Admin			Intervention plans Progress Monitoring Tools Walkthroughs (evidence of implementation)	Progress monitoring tools, assessment results, and student work samples will show increased student achievement. Walk-through data 2017-2018 STAAR scores (including growth measure) as compared to 2016-2017 STAAR scores.	
Increase effectiveness of Bell's Positive Behavior Support/Character Building system (CHAMPS/BOBCATS core values) with the addition of Morning Meeting, Gallup Strengths study, and Restorative Practices strategies. Daily Morning Meeting will begin the day in every classroom, every day. Morning meeting will focus on strengths, social lessons, student share, relationship/community building activities, or link to the daily core value quote shared on announcements that day. These will be highlighted on Bell's Facebook page to also educate parents and tell our positive story. CHAMPS and our PBIS system will continue throughout the building. All staff will attend a Restorative Practices training at back to school PD, and Kinder, 3rd, and 4th will work with a coach on restorative practices with their students. 4th and 5th grade will implement Strengths lessons with their students.	Classroom teachers Instructional intervention Admin			Morning Meeting planning documents. Quotes of the day focused on BOBCATS core values. Restorative Practices agendas and training materials.	Decrease in office referrals. Decrease in time students are out of class for discipline intervention. Progress monitoring tools, assessment results, and student work samples will show increased student achievement (with increased time in the classroom).	

WIG 1: Bell Elementary will increase student achievement by fostering a community and culture of learning (academic and behavioral/social-emotional learning).

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Communication to Bell families about learning: ● Reply to email within 24 hours ● Teachers will maintain private Facebook pages and keep them current to provide a lens into the classroom. Posts will be learning focused with the occasional announcement. ● Grade level newsletter will go home no less than once every 6 weeks (can be electronic or hard copies) and will share the learning ahead for all content areas. ● Grade level academic nights in September focused on "this is how we teach reading…" ● Grade level developed communication non-negotiables that include how often student work will be sent home (physical paperwork/electronic evidence). ● Progress report for every student every 3 weeks to report learning.	Classroom teachers Instructional intervention Admin			Facebook posts Progress report data Academic Night sign-in sheets and agendas Grade level newsletters	Campus Culture and Climate survey (specifically an increase in the portion that asks parents if their children are challenged in their classrooms).	

Performance	All			African American			Hispanic			White			American Indian			Asian		
Reading	from	-	to 71	from	-	to 59	from	-	to 67	from	-	to 82	from	-	to 100	from	-	to 100
Mathematics	from	-	to 70	from	-	to 54	from	-	to 69	from	-	to 83	from	-	to 100	from	-	to 100
Writing	from	-%	to 66	from	-%	to 57	from	-%	to 68	from	-%	to 69	from	-	to 100	from	-	to -
Science	from	-	to 58	from	-	to 38	from	-	to 58	from	-	to 75	from	-	to -	from	-	to 100
Social Studies	from		to	from		to	from		to	from		to	from		to	from		to

Performance	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current & Monitored)			ELL (Current)		
Reading	from	-	to -	from	-	to 86	from	-	to 60	from	-	to 36	from	-	to 75	from	-	to -
Mathematics	from	-	to -	from	-	to 86	from	-	to 54	from	-	to 45	from	-	to 83	from	-	to -
Writing	from	-%	to -	from	-%	to 83	from	-%	to 68	from	-%	to 43	from	-%	to 75	from	-	to -
Science	from	-	to -	from	-	to 0	from	-	to 57	from	-	to 0	from	-	to 67	from	-	to -
Social Studies	from		to	from		to	from		to	from		to	from		to	from		to

Participation	All			African American			Hispanic			White			American Indian			Asian		
Reading	from	-	to 99	from	-	to 98	from	-	to 100	from	-	to 100	from	-	to 100	from	-	to 100
Mathematics	from	-	to 99	from	-	to 98	from	-	to 100	from	-	to 100	from	-	to 100	from	-	to 100

Participation	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current & Monitored)			ELL (Current)		
Reading	from	-	to -	from	-	to 100	from	-	to 99	from	-	to 100	from	-	to -	from	-	to 100
Mathematics	from	-	to -	from	-	to 100	from	-	to 99	from	-	to 100	from	-	to -	from	-	to 100

Graduation	All			African American			Hispanic			White			American Indian			Asian		
Reading	from		to	from		to	from		to	from		to	from		to	from		to
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to
Writing	from		to	from		to	from		to	from		to	from		to	from		to

Graduation	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL Monitored			ELL (Current+Monitored)		
Reading	from	-	to -	from		to	from		to	from		to	from		to	from	-	to -
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to
Writing	from		to	from		to	from		to	from		to	from		to	from		to

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
· UbD Units of Study
· Foundation Course/Class Materials
· Enrichment Course/Class Materials
· Technology
· Instructional Design/Delivery; High-Yield Strategies
· Lesson Study/Delivery Processes
· Collaborative Horizontal and Vertical Team Alignment Processes
· Student-Specific/Differentiated Strategies and Processes
· Common Benchmark Assessments and/or Other Assessments
· Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

PLC Agendas
STAAR scores (3rd-5th math, reading, writing, science)
Walk-through data
Overview of TTESS Observation data (in domain 2 specifically)
UbD Units
ELI/KR data

| iStation and Think Through Math hours "logged" |
| Team lesson plans |

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Admin support without micromanaging. Team PLC work. Time for collaboration. Intervention groups. Bell Leadership Academy - character development impacts academics. Small group work in class/workshop model. After school tutoring to focus on students that need just a little more.	More time is needed for planning/collaboration next year. Longer PLCs. More time to vertically align across the school. Encourage walk-throughs with different grade levels so we can see each other in action. More communication with specials and classroom to see how we can support each others' work. Workshop model needed in all classrooms. Digging deeper into the data in PLC work. Start intervention earlier. DMTSS more systematic in catching students, intervening, and follow-up. Discuss motivation differences and how to reach different groups at our school - keep in mind gender and race/ethnicity. Build a culture of "readers" in the school. Designated intervention time - WIN time. Study UbDs in PLC time.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

More time is needed for planning/collaboration next year.

Longer PLCs. More focused on the 4 critical questions.

More time to vertically align across the school.

Encourage walk-throughs with different grade levels so we can see each other in action.

More communication with specials and classroom to see how we can support each others' work.

Workshop model needed in all classrooms.

Digging deeper into the data in PLC work.

Start intervention earlier.

DMTSS more systematic in catching students, intervening, and follow-up.

Discuss motivation differences and how to reach different groups at our school - keep in mind gender and race/ethnicity.

Build a culture of "readers" in the school.

Designated intervention time - WIN time.

Study UbDs in PLC time.

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, Dropout, and GED Rates
· Course/Class Assignments
· College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Enrollment trends across grade levels
Class lists
Ethnicity across grade levels
At-risk lists (eschool and PLC data based on at-risk in academics)
RtI lists
Attendance across grade levels (including LOSITs)

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
High quality staff members. Good mix of no experience and experience. Staff is moving toward being more and more diverse - gender, race/ethnicity, etc. Shout board in lounge. Bobcat Brags for teachers too. Good staff appreciation. Social Contract.	Continue to focus on staff mirroring population of our families. Develop systems where we can build each other up to ensure we stay positive at work and want to give all we can to Bell. Tell our positive story at Bell. Discuss race/ethnicity as a staff. How can we better reach all our students? Our at-risk population is not even across all groups, the African American population in particular.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Continue to focus on staff mirroring population of our families.
Develop systems where we can build each other up to ensure we stay positive at work and want to give all we can to Bell.
Tell our positive story at Bell.
Discuss race/ethnicity as a staff. How can we better reach all our students? Our at-risk population is not even across all groups, the African American population in particular.

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Parent conference sign in sheets
PTA board meeting agendas
PTA and school-sponsored activities designed to bring families in
Volunteer hours logged
Parent versus Staff survey data (culture and climate)
Facebook (school and individual classroom) participation

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Strengths...	Needs...
Many events throughout the year to bring families to Bell (Grandparents' Day, Bobcat Bash, Movie Night, Game Night, Science Night, Dr. Seuss Day, 6th 6 weeks award ceremonies, Talent Show, …). Partnership with PTA to provide great events throughout the year. Parent/Teacher Conferences. Continue Bell Facebook page (positive image - families having fun at Bell, learning in classrooms, celebrating student character).	Parent feedback on survey shows need to understand individual student progress and report card expectations more. Academic parent nights. Work going home more often to highlight progress. Use Facebook not just for announcements, but for showing class problem solving, STEM, challenges, etc. Send home Imagine Math and iStation logins with information for parents wanting their children to practice at home.

Summary of Needs

Parent feedback on survey shows need to understand individual student progress and report card expectations more.
Academic parent nights.
Work going home more often to highlight progress.
Use Facebook not just for announcements, but for showing class problem solving, STEM, challenges, etc.
Send home Imagine Math and iStation logins with information for parents wanting their children to practice at home.

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources
· School Structure or Make-Up, e.g., Teaming, Looping, Etc.
· Decision-Making Processes
· Master Schedule
· Leadership: Formal and Informal
· Supervision Structure
· Duty Rosters
· Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
· School Map & Physical Environment
· Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Master Schedule
CLT agendas, meeting notes
Team leader retreat agendas, meeting notes
CNA work with all staff
AM and PM duty schedules
Survey data (parent and staff) about communication needs/strengths
Intervention rosters (reading recovery, literacy groups, 3-5 reading/math intervention)
Counseling rosters
EXPO rosters

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Clear expectations. 12 Days of Christmas. CLT is an opportunity for grade levels to have voice in goals, etc. May Mania - month of Teacher Appreciation. Administration supports us with difficult parents and students. Trust principals to make good decisions. Principals trust staff to make good decisions.	Increased classroom visits by administration coupled with constructive and direct feedback. More celebration/treats. Tight/Loose for Communication and PLC on campus. Master schedule that includes intervention time.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Increased classroom visits by administration coupled with constructive and direct feedback.
More celebration/treats for staff.
Tight/Loose for Communication and PLC on campus.
Master schedule that includes intervention time.

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...

Staff Engagement Survey data
Staff and Family Culture and Climate Survey data
Staff meeting agendas, documentation
CLT meeting agendas, documentation
Team Leader meeting agendas, documentation
Walk-through data
Coaching Conversations cohort
Parent Conference sign-in sheets

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
School-wide and classroom Facebook posts about learning - positive view of school. Bell Bulletins. Phone reminders about events. Thursday folders sent home. Progress Reports for all students. Marquis reminders. 6 weeks teacher newsletters with upcoming events and upcoming Essential Standards for grade level.	More frequent communication to families about individual student progress/work being sent home. More frequent communication about how students about how students are challenged at school. Facebook as #1 communication tool - all teachers Facebook so parents aren't having to look at multiple sources for data. Teachers have volunteer sign-up so parents know how to volunteer. Need for connection night/academic night for parents.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Make parents a part of the learning culture - be aware of what we are communicating. Do we communicate fun events more, or learning more? Host parent academic nights to share how we approach teaching of different content areas. Communicate essential learnings every 6 weeks in grade level newsletters. All staff on Facebook to give a positive view into the classroom that highlights students being challenged in their learning. Communication tights per grade level including how we communicate progress home/work goes home more consistently so parents alway know where their students are.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources
· Teacher Certification/Qualification Data
· Paraprofessional and Other Staff Qualifications
· Staff Effectiveness in Relation to Student Achievement
· PDAS and/or Other Staff Effectiveness Data
· Staff Mobility/Stability
· Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
· Professional Development Data
· Teacher-Student Ratios
· Graduation, Completion, Dropout, and GED Rates
· Course/Class Completions, Grades, and Other Data
· Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Teacher certifications held
Teacher experience levels on campus
STAAR data disaggregated by teacher and campus progress measure
Staff-student ratio
Total campus enrollment and how this impacts whole school (intervention, dismissal, arrival, lunch, other academic and safety areas)

Bell Interview Committee questions, process development, reference checks

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Administration appreciates staff frequently. Shout board in lounge. Principal utilizes interviewing committee to choose staff. Challenging questions, model teaching, etc ensures we are choosing the best. Multi-grade level teams are used as well as grade level interview committees.	More ways to appreciate and value staff. Increased walk-throughs. "Employee of the Month" type awards. It takes all of us to make this a great place for all of us. How can we all bring the positivity?

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

More ways to appreciate and value staff. Increased walk-throughs. "Employee of the Month" type awards. It takes all of us to make this a great place for all of us. How can we all bring the positivity?

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

> Report Card Assessment data
> STAAR data (3-5th reading, math, science, writing)
> STAAR passing data as compared with intervention rosters
> STAAR passing data as compared with after school tutorial rosters
> STAAR passing data as compared with RtI rosters
> Club/Intervention opportunities
> Progress measure of all students grades 3-5
> Retention data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Admin support without micromanaging. Team PLC work. Time for collaboration. Intervention groups. Bell Leadership Academy - character development impacts academics. Small group work in class/workshop model. After school tutoring to focus on students that need just a little more.	More time is needed for planning/collaboration next year. Longer PLCs. More focused on the 4 critical questions. More time to vertically align across the school. Encourage walk-throughs with different grade levels so we can see each other in action. More communication with specials and classroom to see how we can support each others' work. Workshop model needed in all classrooms. Digging deeper into the data in PLC work. Start intervention earlier. DMTSS more systematic in catching students, intervening, and follow-up. Discuss motivation differences and how to reach different groups at our school - keep in mind gender and race/ethnicity. Build a culture of "readers" in the school. Designated intervention time - WIN time. Study UbDs in PLC time.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

More time is needed for planning/collaboration next year.
Longer PLCs. More focused on the 4 critical questions.
More time to vertically align across the school.
Encourage walk-throughs with different grade levels so we can see each other in action.
More communication with specials and classroom to see how we can support each others' work.
Workshop model needed in all classrooms.
Digging deeper into the data in PLC work.

Start intervention earlier.

DMTSS more systematic in catching students, intervening, and follow-up.

Discuss motivation differences and how to reach different groups at our school - keep in mind gender and race/ethnicity.

Build a culture of "readers" in the school.

Designated intervention time - WIN time.

Study UbDs in PLC time.

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.
· BrightBytes Survey
· Professional Development/Teacher Preparation Needs in Technology
· Leadership and Administrative Support Structures for Technology Implementation
· Resource Allocations
· Technology Policies and Procedures
· Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

BrightBytes survey results
Staff identified needs based on survey results
Technology training opportunities
Student participation with technology in class
Chromebook use by grade level

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Students feel comfortable in their ability to learn technology. Technology is used to teach in more classrooms. Students are exposed to technology in day-to-day instruction. We have a lot of technology resources.	More training on SmartBoards. More work on the 4C's - what is this and how do we implement without taking instructional time. Set clear expectations for technology use. Have the same expectations for how Chromebooks are treated class to class. More info needed for teachers about the basics. Include technology as a part of PLC work - as planning, what technology will support our students as they learn this essential standard?

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

More training on SmartBoards.
More work on the 4C's - what is this and how do we implement without taking instructional time.
Set clear expectations for technology use.
Have the same expectations for how Chromebooks are treated class to class.
More info needed for teachers about the basics.
Include technology as a part of PLC work - as planning, what technology will support our students as they learn this essential standard?

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Continue to focus on staff mirroring population of our families.
Develop systems where we can build each other up to ensure we stay positive at work and want to give all we can to Bell.
Tell our positive story at Bell.
Discuss race/ethnicity as a staff. How can we better reach all our students? Our at-risk population is not even across all groups, the African American population in particular.

Student Achievement...

More time is needed for planning/collaboration next year.
Longer PLCs. More focused on the 4 critical questions.
More time to vertically align across the school.
Encourage walk-throughs with different grade levels so we can see each other in action.
More communication with specials and classroom to see how we can support each others' work.
Workshop model needed in all classrooms.
Digging deeper into the data in PLC work.
Start intervention earlier.
DMTSS more systematic in catching students, intervening, and follow-up.
Discuss motivation differences and how to reach different groups at our school - keep in mind gender and race/ethnicity.
Build a culture of "readers" in the school.
Designated intervention time - WIN time.
Study UbDs in PLC time.

School Culture and Climate...

Make parents a part of the learning culture - be aware of what we are communicating. Do we communicate fun events more, or learning more? Host parent academic nights to share how we approach teaching of different content areas. Communicate essential learnings every 6 weeks in grade level newsletters. All staff on Facebook to give a positive view into the classroom that

highlights students being challenged in their learning. Communication tights per grade level including how we communicate progress home/work goes home more consistently so parents alway know where their students are.

Staff Quality, Recruitment and Retention...

More ways to appreciate and value staff.
Increased walk-throughs.
"Employee of the Month" type awards.
It takes all of us to make this a great place for all of us. How can we all bring the positivity?

Curriculum, Instruction, and Assessment...

More time is needed for planning/collaboration next year.
Longer PLCs. More focused on the 4 critical questions.
More time to vertically align across the school.
Encourage walk-throughs with different grade levels so we can see each other in action.
More communication with specials and classroom to see how we can support each others' work.
Workshop model needed in all classrooms.
Digging deeper into the data in PLC work.
Start intervention earlier.
DMTSS more systematic in catching students, intervening, and follow-up.
Discuss motivation differences and how to reach different groups at our school - keep in mind gender and race/ethnicity.
Build a culture of "readers" in the school.
Designated intervention time - WIN time.
Study UbDs in PLC time.

Family and Community Involvement...

Parent feedback on survey shows need to understand individual student progress and report card expectations more.
Academic parent nights.
Work going home more often to highlight progress.
Use Facebook not just for announcements, but for showing class problem solving, STEM, challenges, etc.
Send home Imagine Math and iStation logins with information for parents wanting their children to practice at home.

School Context and Organization...

Increased classroom visits by administration coupled with constructive and direct feedback.

More celebration/treats for staff.

Tight/Loose for Communication and PLC on campus.

Master schedule that includes intervention time.

Technology...

More training on SmartBoards.

More work on the 4C's - what is this and how do we implement without taking instructional time.

Set clear expectations for technology use.

Have the same expectations for how Chromebooks are treated class to class.

More info needed for teachers about the basics.

Include technology as a part of PLC work - as planning, what technology will support our students as they learn this essential standard?

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Scott Johnston
Teacher	Jennifer Bennett
Teacher	Andy Kane
Teacher	Shawn Franke
Teacher	Sarah Roberts
Teacher	Monica Adams
Teacher	Kayla Angeletta
Campus-Based Nonteaching Professional	Lauren Shapiro, Shanda McWilliams
Campus-Based Para or Operations Staff Rep	Melissa Knott
District-Level Professional	Cynthia Bershell
Parent Rep	Kelly Patel
Parent Rep	Miyaka Fusi
Community Rep	In progress
Community Rep	
Business Rep	Jeff Booker
Business Rep	In progress

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

Date	Time	Location
October 2, 2017	3:30-4:30	Bell Library
November 13, 2017	3:30-4:30	Bell Library
December 11, 2017	3:30-4:30	Bell Library
February 4, 2017	3:30-4:30	Bell Library
April 9, 2017	3:30-4:30	Bell Library
May 7, 2017	3:30-4:30	Bell Library

Cross Oaks Elementary School

Campus Improvement Plan 2017-18

Table of Contents

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

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

School Mission

Learning for All

School Vision

By working together in a professional learning community, we accept collective responsibility to do whatever it takes for all students to learn and achieve at high levels.

School Values

In order to support our mission and vision, we commit to:
- *Utilize ongoing data collection and analysis to drive instruction, intervention, and extension to meet the needs of all learners,*
- *Establish clear expectations for all students and staff,*
- *Consistently work with students in flexible small groups,*
- *Genuinely encourage students and one another with kind and positive attitudes,*
- *Form genuine relationships based on mutual trust, respect, and openness,*
- *Engage students in collaborative activities that are meaningful and relevant, and*
- *Utilize ongoing, meaningful goal and data-driven collaboration across content and grade levels.*

WIG 1: Through the use of high quality universal, supplemental, and individualized teaching practices, the staff of Cross Oaks Elementary School will increase the percentage of students meeting grade level expectations in language arts, math, and science by 10% as measured by end of year universal screeners and state testing results.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	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. Provide ongoing math coaching support to teachers throughout the year to improve in universal instruction and classroom intervention. Increase opportunities for peer coaching in math among staff members.	Admin, Teachers, Campus Math Coach		1 2 3 4 8 9	Eduphoria professional Development portfolios, walkthrough forms, documentation of math coach collaboration, scheduled staff development opportunities for math workshop PD during school year, documented work of math vertical team	Improvement in student achievement as evidenced by walkthroughs, report card assessments, Kathy Richardson, K-5 math benchmarks throughout the school year, and 2017 STAAR math assessments	
Ensure that differentiated small group and/or individualized reading support is provided on a daily basis by classroom teachers, through guided reading and readers' workshop. Provide staff development and reading coaching support to teachers to support their tier one classroom reading instruction and intervention. Increase opportunities for peer coaching among staff members. (addresses missed system safeguard)	Admin, Teachers, Campus Reading Specialists		1 2 3 4 8 9	Walkthrough forms, Documentation of reading coaching collaboration, scheduled staff development opportunities for reading instruction and intervention PM during school year, documented work of reading vertical team	Improvement in student achievement as evidenced by walkthroughs, report card assessments, early literacy inventory, K-5 reading benchmarks throughout the school year, running record assessment documentation, and 2017 STAAR reading assessments	
Following district MTSS system expectations, ensure that high quality academic interventions are provided each day to students who at risk in reading, writing, and/or math by classroom teachers and campus interventionists. Daily intervention support will be provided to at risk students by classroom teachers, 3-5 math and reading interventionists, and 2 title funded intervention paras (addresses missed system safeguard)	Admin, Teachers, Campus Interv, 2 Title Funded Interv. Paras	SCE: $30,000 FTEs: 0.5 SCE: $30,000 FTEs: 0.5 TI: $20,000 FTEs: 1.0 TI: $10,000 FTEs: 1.0	1 2 3 4 8 9	RtI intervention documentation in AWARE/Google Drive by teachers and Interventionists, documentation of PLC work	Increase in percentage of students meeting grade level expectations, decrease in percentage of students requiring tier 2 and 3 interventions, as measured by campus, district, and state assessments	

WIG 1: Through the use of high quality universal, supplemental, and individualized teaching practices, the staff of Cross Oaks Elementary School will increase the percentage of students meeting grade level expectations in language arts, math, and science by 10% as measured by end of year universal screeners and state testing results.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
		(beginning in January)				
Supplement the salary of .5 campus reading interventionist to fund full time at Cross Oaks to provide additional reading, writing, and math supplemental interventions to 3-5 students (addresses missed system safeguard)	Admin, Campus Interv.	TI: $30,000 FTEs: 0.5	1 2 3 9	RtI intervention documentation in AWARE/Google Drive by teachers and Interventionists, documentation of PLC work	Increase in percentage of students meeting grade level expectations, decrease in percentage of students requiring tier 2 and 3 interventions, as measured by campus, district, and state assessments	
Consistently implement district-developed UbD units in all grade levels. UbD units in all content areas will be utilized by all teachers. Content specific UbD units will be utilized in 5th grade by departmentalized teachers. (addresses missed system safeguard)	Admin, Teachers, Interv.		2 3 4 7	August district PD, walkthroughs, documentation of work in grade level PLC meetings and content vertical teams	Increase in student assessment scores (report card, STAAR, Kathy Richardson, ELI)	
Ensure that teachers and support staff are consistently implementing assessment literacy best practices, including learning targets, strong and weak examples of student work, formative assessment, pre-assessment, and feedback.	Admin, Teachers, Campus Interv, Support paras		1 2 3 4 7 8	Walk-thoughs and teacher feedback, documentation of PLC work, monthly staff development focusing on assessment literacy involving teacher input	Increase in percentage of students meeting grade level expectations, decrease in percentage of students requiring tier 2 and 3 interventions, as measured by campus, district, and state assessments	
Utilize instructional technology programs (Istation, Imagine Math) with regularity to reinforce academic content for 1st-5th grade students. Use at home as well with parent support.	Admin, Teachers, Campus Interv, Instruct. Paras, Parents		1 2 8	Istation and Imagine Math universal screener data, instructional program usage data throughout school year	Increased student academic performance on classroom, district, and state assessments at "meets grade level expectations"	

WIG 1: Through the use of high quality universal, supplemental, and individualized teaching practices, the staff of Cross Oaks Elementary School will increase the percentage of students meeting grade level expectations in language arts, math, and science by 10% as measured by end of year universal screeners and state testing results.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide parents with opportunities for ongoing involvement in student learning by holding curriculum/instruction information nights in math, reading, and writing. (addresses missed system safeguard)	Admin, Teachers, Campus Interv		1 6 10	Parent event attendance data, parent survey	Increased levels of homework completion, increased student academic performance, increased parent scores on district climate and culture survey	
Organize grade level teachers into professional learning community teams that meet regularly to improve student learning. In addition to four "PLC days" provided by the district throughout the school year, allocate title funds to pay for subs for 3 half day "power PLC" meetings during year at team's discretion. Train staff on district expectations for PLC work.	All staff	TI: $6,200	1 3 4 7 8 9	Team documentation of PLC work through products, documentation of essential learning standards, common assessments, SMART goals, and intervention data	Increased student academic performance on classroom, district, and state assessments	
Ensure all K-2 teachers of reading have attended at least level one district reading cadre training, provide ongoing literacy support for reading teachers in guided reading intervention practice.	Admin, K-2 teachers, Reading Recovery Teachers	TI: $2,000	1 2 3 4 9	PD documentation in eduphoria, certifcates of cadre PD attendance, walkthrough evidence, evidence of coaching support by campus reading recovery teachers	Decrease in students in grades K-2 needing tier 2 and 3 intervention, increase in student achievement as evidenced by report card assessments, running record assessments, early literacy inventory	
Organize four content-focused vertical PLC teams for math, reading, science, and writing. Use title funds to provide subs for four half days to facilitate work of vertical teams. (addresses missed system safeguard)	Admin, Teachers, Teachers, Campus Interv	TI: $5,000	1 3 4 7 8	Documentation of vertical team PLC work, increased vertical alignment of identified essential learning standards and instructional practice amongst varied grade level teachers.	Increased student academic performance on classroom, district, and state assessments	
Opportunities for technology professional development will be incorporated into staff meetings at least once this school year, based on input from staff members.	Admin, Teachers, District tech.		1 3 4	Documentation of participation in technology staff development in Eduphoria, walkthroughs	Increased usage of research-based technology best practices to benefit students	

WIG 1: Through the use of high quality universal, supplemental, and individualized teaching practices, the staff of Cross Oaks Elementary School will increase the percentage of students meeting grade level expectations in language arts, math, and science by 10% as measured by end of year universal screeners and state testing results.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	support					
Differentiate professional development opportunities throughout year when possible to give choice to staff in their learning.	Admin, Teachers, Interv		1 4	Documentation of participation in technology staff development in Eduphoria, walkthroughs	Increases in student achievement as evidenced by universal screener data	
Increase opportunities for parents to have a "window into the classroom" through the use of Bloomz and/or Seesaw technology applications, allowing students to share evidence of their academic learning with parents.	Admin, Teachers		1 6 7	Documentation of parent involvement and student evidence provided through these applications, parent survey data	Increased scores from parents in the area of "academic communication" on 2018 culture and climate survey	
Purchase Mentoring Minds resources for all 3rd-5th grade students in reading, math, science (5th), and writing (4th) to be used for STAAR test preparation in these grade levels to reinforce essential concepts taught in class.	Admin, 3-5 teachers, reading and math interv.	TI: $4,219.89	2 8 9	Documented use of all resource materials in 3rd-5th grade	Increased student academic performance on classroom, district, and state assessments	

WIG 2: Through the implementation of processes addressing students' social and emotional needs and systems to involve parents and community members as partners in education, Cross Oaks Elementary stakeholders will increase in their engagement in meaningful learning and connection to our school culture. Progress will be measured by an increase in our attendance rate to at least 97%, a 20% decrease in office referrals, and a goal of at least 90% of respondents on the 2018 Denton ISD culture and climate survey ranking the overall quality of our school as excellent or good.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Through the work of a campus foundations committee, examine and improve in organization of campus behavior management and student recognition systems, utilizing input from staff and parents.	Admin, Found. Comm, All staff		1 4 6 8	Documentation of foundation policies and systems, documentation of work of foundations team	Staff, parent, and student surveys, increase in student behavior as documented by staff, improved campus ratings on district climate and culture survey	
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, running club, fishing club, art club, and team-building.	Teachers, Support staff, Admin		1	Club rosters, projects and products from club involvement, performances at community events	Increased student engagement and motivation at school, reduction in office referrals	
Provide students in grades K-5 with engaging and varied extracurricular activities weekly outside of the school day, including coding club, chess club, quilting club, Destination Imagination, robotics, and a dance team.	Teachers, Support staff, Admin		1 6	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	
Utilize Strengths Academy with all 4th and 5th grade students to provide opportunities for students to utilize their unique personal strengths to reach their full academic and behavioral potential.	Admin, 4th and 5th grade teachers	TI: $5,500	2 4 5	Student StrengthsFinder assessment documentation, teacher training in August, documentation in lesson plans, selected students leading pledges and sharing strengths at school board meeting	Reduction in office referrals, increase in attendance rate, increased student engagement and motivation relating to higher academic achievement	
Provide all staff members with Capturing Kids' Hearts training in August 2017, with full implementation taking place in all campus settings during the 17-18 school year. This program will serve as a school-wide social and emotional universal intervention for all students to promote a climate of positivity, connection, and mutual respect. Provide	Admin, Teachers, All Staff, CKH Champion Team	TI: $1,650	1 2 4 5 7 9 10	Implement training for all staff in August 2017, create a coalition of invested staff members to monitor implementation over time, observations of staff members utilizing CKH practices (greetings, good	-Reduction in office referrals -Increased attendance and reduced truancy -Greater teacher retention -Increased student engagement and academic achievement	

WIG 2: Through the implementation of processes addressing students' social and emotional needs and systems to involve parents and community members as partners in education, Cross Oaks Elementary stakeholders will increase in their engagement in meaningful learning and connection to our school culture. Progress will be measured by an increase in our attendance rate to at least 97%, a 20% decrease in office referrals, and a goal of at least 90% of respondents on the 2018 Denton ISD culture and climate survey ranking the overall quality of our school as excellent or good.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
leadership training in Capturing Kids' Hearts to principal, assistant principal, and counselor.				things, social contracts, four questions, etc.)		
Continue formal use of Playworks program for all PK-5th grade students to address social and emotional learning through formal instruction of safe and healthy recess play activities. Hold a "Family Play Night" at least once during the school year.	Admin, Counselor, Teachers, Playworks coach, Playworks student junior coaches		1 4 5 6 7	Documentation of teacher Playworks training, parent and student attendance at Family Play Night, scheduled Playworks sessions for classes with campus play coach, training of 4th/5th grade students as junior play coaches	Increases in campus attendance rate, reduction in office referrals, particularly those coming from recess, increased student motivation and engagement in school	
Continue "All Pro Dads" program at Cross Oaks, giving fathers the opportunity to become involved in their child's educational experience at school.	Counselor, Admin, Parents		1 6	Increased parent involvement and participation in school activities, increase parent membership on school committees	Increased parent ratings on district culture and climate survey	
Emphasize Ready Rosie for use of Cross Oaks PK-5th grade families as a valuable resource to support learning outside of the school setting.	Admin, Teachers		2 4 6 7 10	Data regarding parent Ready Rosie usage, training for all teachers in October in advance of parent conferences	Increased student academic achievement, increased parent ratings on district culture and climate survey	
Organize school multicultural committee to plan events and systems to recognize and celebrate cultural diversity of Cross Oaks students, families, staff, and community. Stage second annual Multicultural Night to engage families and students from differing backgrounds.	Admin, Teachers		1 6	Documentation of work of multicultural committee, monthly displays on campus, evening multicultural event for staff, students, and families	Increased ratings on district culture and climate survey, increased student behavior and motivation at school	
Each grade level will engage in a service learning project to connect what is being	Teachers, Admin,		6	Documentation of service learning impacts	Increased student engagement and	

WIG 2: Through the implementation of processes addressing students' social and emotional needs and systems to involve parents and community members as partners in education, Cross Oaks Elementary stakeholders will increase in their engagement in meaningful learning and connection to our school culture. Progress will be measured by an increase in our attendance rate to at least 97%, a 20% decrease in office referrals, and a goal of at least 90% of respondents on the 2018 Denton ISD culture and climate survey ranking the overall quality of our school as excellent or good.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
learned in the classroom to the real world to improve the lives of those living in our local and global communities.	Parents				academic achievement	
All K-5 students will participate in awards assemblies once per grading period, to recognize outstanding attendance, character, and academic performance and growth.	Counselor, Admin, Teachers, Support staff, Parents		6	Awards documentation, teacher and student participation	Increased student pride and motivation at school in academic activities and classes	
Continue the implementation of a 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 roles.	Counselor, Admin, All staff, Parents, Commun. members		1 2 6	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	
Provide formal opportunities for students in upper grades to assist lower-grade teachers in the classroom and mentor younger students who struggle with academics and/or behavior.	Admin, Counselor, Teachers		1 2 7			
Initiate a "VIP Parent" volunteer program to provide parents the opportunity to be present on campus in mornings to assist with morning systems, greet students, and mentor students who struggle academically and/or behaviorally.	Admin, Office team, Parents, Teachers		1 2 6	Parent completion of Google form to register as "VIP Parent" volunteers, parent volunteer hours, parent presence each morning in hallways and assisting with arrival systems.	Increased ratings on district culture and climate survey, decrease in office referrals, increased attendance rate	

State System Safeguards - Performance, Participation, and Graduation Data Table

Performance	All				African American				Hispanic				White				American Indian				Asian			
Reading	from	81	to	86	from	79	to	73	from	81	to	87	from	82	to	90	from	100	to	-	from	50	to	100
Mathematics	from	83	to	88	from	78	to	84	from	85	to	89	from	84	to	90	from	100	to	-	from	50	to	100
Writing	from	70%	to	55	from	70%	to	43	from	69%	to	48	from	69%	to	61	from	-	to	-	from	-	to	-
Science	from	86	to	88	from	82	to	83	from	87	to	85	from	89	to	90	from	100	to	-	from	50	to	-
Social Studies	from		to		from		to		from		to		from		to		from		to		from		to	

Performance	Pacific Islander				2 or More Races				Eco Disadvantaged				Special Education				ELL (Current & Monitored)				ELL (Current)			
Reading	from	100	to	100	from	88	to	100	from	78	to	85	from	55	to	47	from	77	to	83	from		to	-
Mathematics	from	100	to	100	from	88	to	88	from	78	to	85	from	65	to	67	from	77	to	83	from	-	to	-
Writing	from	100%	to	-	from	67%	to	100	from	69%	to	50	from	17%	to	11	from	75%	to	33	from	-	to	-
Science	from	-	to	100	from	100	to	100	from	86	to	76	from	78	to	67	from	75	to	71	from	-	to	-
Social Studies	from		to		from		to		from		to		from		to		from		to		from		to	

Participation	All				African American				Hispanic				White				American Indian				Asian			
Reading	from	100	to	100	from	100	to	100	from	100	to	100	from	99	to	99	from	100	to	-	from	100	to	100
Mathematics	from	100	to	100	from	100	to	100	from	100	to	100	from	99	to	100	from	100	to	-	from	100	to	100

Participation	Pacific Islander				2 or More Races				Eco Disadvantaged				Special Education				ELL (Current & Monitored)				ELL (Current)			
Reading	from	100	to	100	from	100	to	100	from	100	to	100	from	96	to	100	from	-	to	-	from	100	to	100
Mathematics	from	100	to	100	from	100	to	100	from	100	to	100	from	96	to	100	from	-	to	-	from	100	to	100

Graduation	All				African American				Hispanic				White				American Indian				Asian			
Reading	from		to		from		to		from		to		from		to		from		to		from		to	
Mathematics	from		to		from		to		from		to		from		to		from		to		from		to	
Writing	from		to		from		to		from		to		from		to		from		to		from		to	

Graduation	Pacific Islander				2 or More Races				Eco Disadvantaged				Special Education				ELL Monitored				ELL (Current+Monitored)			
Reading	from	-	to	-	from		to		from		to		from		to		from		to		from	-	to	-
Mathematics	from		to		from		to		from		to		from		to		from		to		from		to	
Writing	from		to		from		to		from		to		from		to		from		to		from		to	

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources
· **Standards-Based Curriculum Resources and Materials**
· **Scope and Sequence; Pacing Guides; and/or Other Focus Documents**
· **UbD Units of Study.**
· **Foundation Course/Class Materials**
· **Enrichment Course/Class Materials**
· **Technology**
· **Instructional Design/Delivery; High-Yield Strategies**
· **Lesson Study/Delivery Processes**
· **Collaborative Horizontal and Vertical Team Alignment Processes**
· **Student-Specific/Differentiated Strategies and Processes**
· **Common Benchmark Assessments and/or Other Assessments**
· **Class, School, and Special Program Schedules**

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Verbal interview of each grade level with specific questions:
- What input does your team have for the practices implemented this year (vertical teams, data binders, creating common assessments, looking at report card assessments and grading together, Study Island, Title 1 Paraprofessional support)?

- What support does your team need to continue implementation of current district expectations (Scope and sequence, UbD units, Data Binders, PLC, creating common assessments, using data throughout the year for intervention practices)?
- What does your team need for next year to support curriculum, instruction, and assessment?

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
- Vertical teams: positive response, subs were a hassle, but having time was positive; great conversations and alignment occurred, enjoyed seeing "how other grade levels attacked the content and made planning go smoother", wish there was more time for vertical teams, - Data Binders: "work in progress", was tried by some grades and used consistently with other grades, kids seemed to like it and was motivator for lower/struggling students, - Report card assessments: helped team have good conversations and helped ensure team was on same page - Common assessments: helpful to ensure all students have experience with many types of stimuli, teams reported this was easy to do and no changes are needed - Study Island: was very helpful to connect TEKS and prep for STAAR	- Continue vertical team time! It was well used and positive! - Data binders - "work in progress", some teams used and some teams tried, need more support for all grades to use consistently, not enough time to implement effectively and a lot of paperwork, possibly with campus consistent system, exemplar for data binder would be helpful, some teams want to explore these in detail and develop their use - Common assessments: need to focus on creating these next year; in addition, looking at report card assessments and grading together (looking at rubric ahead of time) - Intervention: need to use data from day one and wise time should start before winter break - Resources mentioned from teams: Visual Phonics, Motivation workbooks (math and reading),Countdown to STAAR for

- Intervention practices: PLC process is strong, use of data needs to improve - Paraprofessional support: was utilized and appreciated	math - Other needs: more time to plan and teach, full day PLCs to fully look at scope and sequence and create common assessments

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)…

- **Data Binders** - considered a "work in progress". Continue use of data binders, but develop as a team. This year was a 'practice' year for teams to get used to them. Next year, more time is needed on student developed goals and tracking of student progress by students.
- **PLCs -** need teams to meet consistently and produce products including frequent common assessments, analysis of data, and creation of intervention based on data
- **Intervention** - use of data and separate intervention time beginning earlier in fall semester throughout the year
- **Resources** - need resources to prepare for STAAR and pull appropriate questions for common assessments
- **Vertical PLCs** - continue vertical PLCs, set goals at beginning of year to accomplish with the team
- **Paraprofessional support** - continue support for grades as it impacts student achievement

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources
- **Enrollment**
- **Attendance**
- **Ethnicity**
- **Gender**
- **Mobility/Stability**
- **Special Program Participation**
- **At-Risk by Category**
- **Teacher-Student Ratios**
- **Graduation, Completion, Dropout, and GED Rates**
- **Course/Class Assignments**
- **College/University/Dual Credit/AP Enrollment**

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

- 2016 Culture and Climate Survey - 62 parents participated and 37 staff members participated
- Cross Oaks office referral data
- Ethnicity
- As-Risk Population

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
- Campus wide cultural night - Diversity amongst staff - Summer Lunch and Reading Program - Donuts with Dad - Hispanic Heritage Display - Native American Display - Black History Month Trivia Game	- Only 79% of parents and 68% of staff feel that students at Cross Oaks treat each other with respect. - Out of 145 office referrals, 137 were for male students, with a higher prevalence of African American boys. - African Americans as a whole encompass 22% of Cross Oaks population but constitute 51.99% of discipline referrals. 42% of our student body is classified as economically disadvantaged (33% White, 29% Hispanic, 27% Black, 7% Multi-Race, 3% Asian) - Greater representation of minorities in Gifted and Talented program needed (58% White, 21% Hispanic, 13% Black, 6% Multi-Race, 2% Hawaiian/Pacific) - Need for more male staff members

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Schoolwide program which fosters respect and acceptance of diversity amongst students, we believe the social contract portion of Capturing Kids Hearts will help tremendously.
We should see a decrease in office referrals once CKH is implemented next year, however, discrepancy in referrals by gender/race need to be explored.

Look into creating a club which rotates students into the blended/PPCD classroom. This club will help promote respect and understanding of differences of typically developed students and those with disabilities.

Provide mentors for students, particularly African-American boys since this is the population that seems to accrue the most office referrals. Mrs. Cope currently uses a reward system with one of her students in which the student ears time with Mr. Ellis. It would be beneficial for more students to have this opportunity.

Another great program we could implement is one called Watch D.O.G.S. The Watch D.O.G.S. (Dads of Great Students) program is designed to engage men in the lives of their children at school. Increased involvement of dad's at the school inspires children by presenting positive male role models, reduces bullying, increases school safety, reduces the workload on teachers and fosters better relationships between fathers and their children. It's amazing what a huge impact volunteering at least one day a year can have!

Within the EXPO program we need to consider language barriers for ESL students and advocate for greater representation of minorities in program.

Family and Community Involvement

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

Potential Data Sources
·   **Family and Community Participation Counts by Type of Activity**
·   **Parent Volunteer Information**
·   **Parent Activity Evaluations and Feedback**
·   **Mobility/Stability**
·   **Demographic Data**
·   **Community Service Agencies and Support Services**

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Survey data and feedback from grade level teams. Previous Cross Oaks CNA findings. Previous survey findings from last year's committee. Campus Culture & Climate Survey results from the last two years.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
● Response to needs from previous years regarding more father/male involvement, more multicultural opportunities for students, and additional fun activities in the evenings ● Communication from teachers to families in a variety of ways ● Initial outreach to community businesses and school sponsors	● Continue programs created this year so they become well known and established ● Streamline communication methods to families ● Consider opportunities for community members (not necessarily parents) to volunteer

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Based on feedback teachers received from parents, and the turnout from various events, we had a great start with programs that connected dads and multicultural families to our school. Events like movie night were also a great way to help the community feel at home at our campus. Continued funding and effort to further establish these programs will signify to our families that these connections are vital to building the long term culture of our school.

As other subcommittees will explore, there were many ways that teachers communicated to parents through technology. The effort given by most teachers to communicate to parents was a strength for our campus, however both teachers and parents expressed interest in streamlining methods. The need here is not based on teacher effort, but consistency across the grades or school.

As we continue to embrace the Cross Oaks families in our neighborhood, there is room for improvement to reach community members who are not our school parents. Surely there are young couples whose children are not yet ready for Cross Oaks, or parents of older kids, or business members in our 380 community who could mentor students, or find a volunteering need which meets their interest. The committee sees an area of untapped potential that could warrant further research, but considers this a "want," not necessarily a "need." A suggestion was made to look into a neighborhood "Watchdog" program, perhaps in partnership with the neighborhood HOA.

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**
· **Duty Rosters**
· **Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.**
· **School Map & Physical Environment**
· **Communication: Formal and Informal**

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

-School structure and make-up
-Decision Making Processes
-Master Schedule
-Leadership (formal and informal)
-Communication (formal and informal)
-Schedules for student support services
-Campus survey over CLT vs Team Lead Reps

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
1. Keep car drop off in the morning the same (back of gym) 2. Continue frequent team leader meetings with Matt and Katie. 3. Continue vertical teams, finding time (with subs) throughout the school year. This was very effective this year! 4. Matt sends out frequent surveys to staff about whole campus decisions! 5. Team Leader Retreat-Helped to create master schedule, etc.	1. All parents must park in front and check in through office in the mornings (needs to be as convenient as possible for office staff): This should lower impromptu (possibly negative) parent conferences in the mornings, walking children to classrooms, etc. (Pre-K can play by different rules as they have other needs and schedules) 2. Even without a scheduled conference week, Cross Oaks needs a time frame for teachers to contact parents in the early months of school. We need to continue to build that positive relationship with parents from the beginning. Sometimes, parent conferences are the only time teachers meet parents face to face. Also, using sign up genius for parents to optionally choose times for parents conference could be an idea. 3. School starts at 7:40; Doors closed. This needs to be a stronger communication point next year. School will start earlier and we already have a very high number of tardies at 7:50. (A ton of our tardies come from kids taking too long to get/eat their breakfast. We need to give them a certain amount of time to eat and then send them to class. (we need a system for this). 10 minutes before the bell rings "hot breakfast" should stop being served and sack breakfast is sent with the kids to class.) 4. Vertical Teams should include paras and aides. Paras like, Buzinski and Anderson, who worked in the cafeteria and with kids all year should have the opportunity to make choices about our campus, as well. They play a huge role! 5. Like 5th grade students learned at science camp

	this year, students (maybe 3rd through 5th) should be responsible for sweeping and wiping off their lunch tables before lining up to leave the cafeteria. (start 5 minutes before line up) This will build a stronger sense of responsibility and awareness.
	6. Team leaders need to have a plan on how they will share information shared at team lead meetings with their team.
	7. 7. A more efficient way (or better communication system) to set up conference times with the school counselor to meet with students
	8. 8. CLT Team members should be elected based on requirements through the district.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Our campus excels in many areas when it comes to School Context and Organization. Our team felt that Cross Oaks does a wonderful job with scheduling, communication, and organization. Some areas of improvement include ways that parents are allowed to enter the building each morning to help create a smoother morning for students and teachers, responsibilities of students during lunch time, and ways we can continue to strengthen our communication between staff members. All suggestions for ways to improve these areas were added above. The only funds needed may be to purchase multiple brooms, rags, etc. for students in cleaning up the cafeteria after their lunch time. It would be nice to have a spot built in the cafeteria where brooms hang and rags are placed. It would also be the student's responsibility to make sure this area is kept clean and organized.

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...

2016-2017 Culture and Climate Survey
2016-2017 Tier 1 Instructional and Behavioral Support Survey

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
- High percentage of parents and staff rate Cross Oaks as excellent or good - High learning standards for students - Staff ratings of academic support - Clean, safe, well-maintained building - Effective communication between staff members and between administration/staff members	- Better communication with parents about effective and timely academic feedback - Better communication with parents about how we relate lessons to real life - Administrative consideration of staff input, suggestions, and feedback when making decisions - Students treating others with respect - Ensuring fair and consistent discipline enforcement for all students

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Our Culture and Climate Survey showed a positive trend from the 2015-2016 school year to the 2016-2017 school year, but there are a few key areas that still show a need for significant growth.

- Fair discipline and student relationships is one of our areas that we need to address. Based on our findings from the Culture and Climate survey and teacher feedback through the Tier 1 Intervention and Behavioral Support survey, the campus needs to adopt a school-wide behavioral management program that will promote respect and positive relationships between students. Capturing Kids Hearts will address this need. It will also promote even better staff relationships and allow for staff input in important decisions through utilization of a social contract. Funds for Capturing Kids Hearts training will come from Title I and campus fundraiser funds. This will serve as a benefit for all students and staff members and provide consistent language and methods for students throughout their entire elementary schooling.
- Another major area which needs to be addressed is communication to parents of the way we establish and provide timely and helpful feedback and relate lessons to real life. In the employee section, 86% of staff members agreed or strongly agreed that teachers give timely and helpful feedback about student work and 89% of staff members believed that teachers show students how to relate lessons to life. However, only 63% of parents indicated they believed teachers give timely and helpful feedback, and 34% either disagreed that teachers relate lessons to life or didn't know if they do.

In order to facilitate better communication with parents on these ideas, we can send data binders home to parents instead of keeping them at school, practice with students on how to explain their work in the data binders to the parents, and provide parents with an overview at the beginning of the six weeks that shows what we will be learning in informal language, ways they can practice at home, and the ways the areas will tie into real life.

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 Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.**
· **Professional Development Data**
· **Teacher-Student Ratios**
· **Graduation, Completion, Dropout, and GED Rates**
· **Course/Class Completions, Grades, and Other Data**
· **Recruitment and Retention Strategies and Other Data**

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

- Staff Development Survey
- New Staff Survey
- Employee Engagement Survey
- Retention Data for last four year
School year

2017-18: 3 retirements and 2 growth positions; hiring 6 teachers, nurse; 1 position filled with
returning staff member, 2 positions filled via paraprofessionals to teachers
2016-17: hired 10 teachers
2015-16: hired 6 teachers
2014-15: new administration this year; hired 13 teachers

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
- choices in professional development 100% of survey - meaningful topics of pro. dev. 76% of survey - San Antonio PLC training - new teachers know who to ask for help - staff retention increase - enthusiastic about job 83% of survey - motivated to do more 83% of survey - capturing kids hearts	- technology - classroom management - executive functioning - play based experiences - special education - data collection and using to guide instruction - interventions - math - behavior, point sheets - dyslexia - guided reading - brain development - educational law (as it changes) - new teacher mentors

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Staff quote about school climate, "I have never worked in a building like Cross Oaks. It is like no other."

Staff retention has increased as the school's administration has built a community of educators that work together to make education engaging for all. The interview process at Cross Oaks has been one that not only considers the teacher's ability to teach but the investment in the school and community as well. This has allowed the school to create such a great atmosphere to work in that teachers want to come back. The implementation of Capturing Kids Hearts in the fall also has a high success rate with staff retention. Professional Development this year has also been a positive experience for the majority of the staff. They have enjoyed the ability to choose break out sessions that are more meaningful to them. They have identified several areas that they would like to see more professional development in. Classroom management and behavior were two of the top concerns. Capturing Kids Hearts will be the main intervention to help in this area. Some of the other areas are data collection, intervention, and special education. We have so many amazing teachers on campus that can help with data collection and intervention options through breakout sessions throughout the year. Special education would like to do a staff training in the beginning of the year to explain special education and the responsibilities of special education. We also have videos to describe the different disabilities that we hope to show at staff meetings throughout the year.

The last area of improvement is new teacher support. This year we had the freshman club that was not shown to be effective for staff. New staff would have prefered to have an assigned mentor and assigned times to meet.

Student Achievement

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

Potential Data Sources
·   **State Assessment Data**
·   **TELPAS and AMAO Results**
·   **SAT/ACT/PSAT Results**
·   **Advanced Course/Dual Enrollment Data**
·   **Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures**
·   **State Data Tables**
·   **Texas Success Initiative Data**
·   **Course/Class Grades**
·   **Graduation, Completion, Dropout, and GED Rates, Diploma Types**
·   **Promotion/Retention Rates**
·   **Classroom and Program Assessments and Other Data**

Data Sources Reviewed

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

List the actual data sources reviewed below...

- Cross Oaks Reading Level Spreadsheets (1st grade - 5th grade)
- Student Achievement Campus Survey

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Strengths...	Needs...
92.9% of survey respondents reported that they use daily guided reading most or all of the time 92.8% of survey respondents reported that daily guided reading increased student achievement. 41.7% of survey respondents reported that they use math workshop most or all of the time. 50% of survey respondents reported that the use of math workshop increased student achievement. 70% of survey respondents reported that the use of Think Through Math increased student achievement.	7.1% of survey respondents reported that they use daily guided reading little to none. 7.2% of survey respondents reported that daily guided reading produced little to no increase in student achievement. 58.3% of survey respondents reported that they use math workshop little to none. 50% of survey respondents reported that math workshop produced little to no increase in student achievement. 30% of survey respondents reported that Think Through Math produced little to no increase in student achievement. - Campus-wide first through fifth grade reading level data was analyzed. These are the findings: - BOY: - At risk: 26% - Below: 18% - On level: 26% - Above level: 30% - EOY: - At risk: 22% - Below: 18% - On level: 38% - Above level: 22%

Summary of Needs

This year's student achievement campus survey revealed a large increase of respondents (from 57.9% in 2016 to 92.9% in 2017) who reported using daily guided reading most or all of the time, and the same number of respondents reported that this regular use increased student achievement. However, based on current reading level data, this increase of reported use had little to no impact on the reduction of at risk and below level readers between BOY

and EOY assessments as compared to last year's data. Regarding the use of a math workshop model, there was a slight decrease (5.4%) in the number of respondents who reported using a math workshop model most or all of the time. Those who use it regularly have found that it produces an increase in student achievement, but those who do not regularly use these systems did not feel that they led to an increase in student achievement. These findings would suggest: 1) there is a continued need for additional training and clearly stated expectations when it pertains to the regular implementation of both small group reading intervention and math workshop systems, and 2) an increase of push in/pull out specialist/paraprofessional support is needed to help students who continue to struggle in math and/or reading.

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

·   **Technology Infrastructure, Networks, Etc.**

·   **Technology Hardware and Software**

·   **Classroom Technology Needs by Area, Class, Department, Etc.**

·   **BrightBytes Survey**

·   **Professional Development/Teacher Preparation Needs in Technology**

·   **Leadership and Administrative Support Structures for Technology Implementation**

·   **Resource Allocations**

·   **Technology Policies and Procedures**

·   **Assessment of Technology Skills for Students, Staff and Other Stakeholders**

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

- 2016 Culture and Climate Survey - 62 parents participated and 37 staff members participated
- District BrightBytes Survey Results from March 2017
- Comparison document of student portfolio applications currently available
- Staff Technology Survey - 40 staff members participated: we then narrowed it down to See Saw or Bloomz
- Final Staff Survey to determine if we will use Bloomz or See Saw - 27 staff members participated

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
According to our Brightbytes survey results, our staff received a "proficient" in the following areas: Technology use being rewarded, Technology use in observations, and Technology use in meetings. Also, out of 129 students surveyed, 87% of our students said that they can "record and edit video" with ease. 98% of students also said that they learn new technologies easily. Since this application will be mostly used by the students, we see that having "Advanced" foundational skills will be a benefit as our students embark on the journey of creating a digital portfolio of their work.	According to our Culture and Climate Survey, 63% of parents said that "teachers give timely and helpful feedback on student work" while 86% of staff stated they give timely and helpful feedback. This inconsistency led our team to look into adopting on application for creating online, digital portfolios for student work.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Our biggest area of need would be communicating timely and helpful feedback to our families. 70% of staff have decided on utilizing Bloomz during the 2017-2018 school year. It is our recommendation that we use the 2017-2018 school year to determine which application best fits our campus need. All staff members are encouraged to utilize either Bloomz or See Saw for a digital portfolio for next year. At the end of 2017-2018 school year, we will determine which application we will formally adopt. No funds will be needed for this upcoming school year.

Our team also determined that we would like to continue on with our "Technology Break-Out Sessions" during the 2017-2018 school year. This was a need determined by our 2016-2017 CNA and we feel that this tradition should continue on.

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

A schoolwide program such as Capturing Kids' Hearts that fosters respect and acceptance of diversity amongst students is needed to improve student behavior and ownership in the learning process. Continue to explore ideas to address discrepancy in office referrals by gender and race.

Consider providing opportunities for students to become role models for younger students by working with this population, as well as those with disabilities. This will promote respect and understanding of differences of typically developed students and those with disabilities.

Explore providing male mentors for our students with behavior difficulties. Explore utilizing Watch DOGS or a similar program for this purpose.

Student Achievement...

There is a continued need for additional training and clearly stated expectations when it pertains to the regular implementation of both small group reading intervention and math workshop systems.

An increase of push in/pull out specialist/paraprofessional support is needed to help students who continue to struggle in math and/or reading.

School Culture and Climate...

The campus needs to adopt a school-wide behavioral management program that will promote respect and positive relationships between students. Capturing Kids Hearts will address this need. It will also promote even better staff relationships and allow for staff input in important decisions through utilization of a social contract.

Increase and improve upon communication to parents regarding their students' academic learning and performance, providing timely and helpful feedback while relating lessons to real life. Provide parents with an overview at the beginning of each grading period demonstrating

what will be learned using informal language, ways they can practice at home, and ways learning can tie into real life. Utilize physical data binders and/or online communication tools (e.g. Bloomz or Seesaw) to communicate with parents regularly about academic progress and give them an "eye into the classroom."

Staff Quality, Recruitment and Retention...

The implementation of Capturing Kids Hearts will improve long-term staff retention by developing meaningful and deep relationships among staff members.

Continue to offer choices in staff development for staff. Explore staff development opportunities to address classroom management (Capturing Kids' Hearts), data collection, intervention, and special education.

Establish a formal mentoring program for staff in their first or second year of teaching at Cross Oaks.

Curriculum, Instruction, and Assessment...

Continue use of data binders, but develop as a team. More time is needed on student developed goals and tracking of student progress by students.

PLC teams need to continue meeting consistently and produce products including frequent common assessments, analysis of data, and creation of intervention based on data. Begin intervention time earlier in the fall semester based on meaningful data.

Explore differentiated resources to prepare for STAAR testing and for common assessments.

Continue vertical PLCs, set goals at beginning of year to accomplish with the team.

Continue title-funded paraprofessional support for grades as it impacts student achievement.

Family and Community Involvement...

Continued funding and effort to further establish programs (e.g. multicultural night, All Pro Dads, family movie night, family play night) will signify to our families that community connections are vital to building the long-term culture of our school.

Parents and teachers are both interested in streamlining parent communication methods and being consistent across the grade level or campus. Utilize common communication tools to improve in this area.

Explore untapped potential of community members who are parents at Cross Oaks to serve as volunteers and mentors and become connected to our school's culture and mission. Look into establishing a Watch DOGS program to increase male role model presence at school.

School Context and Organization...

Explore revising morning arrival systems and procedures to maximize teaching time for students while minimizing instructional interruptions at the beginning of the school day. Review morning systems to reduce student tardies while allowing them the opportunity to eat breakfast.

In light of the parent conference calendar schedule changing next year, establish a time frame and expectations for parent communication and conferencing to build positive relationships with parents early in the school year. Explore the use of common systems using technology to simplify the scheduling of conference (e.g. Sign Up Genius).

Explore having paraprofessionals serve on vertical teams, particularly the foundations team for those who supervise students daily in the cafeteria and other common areas.

Create systems that allow for students to take more responsibility for taking care of their school and keeping it clean to build a stronger sense of responsibility and awareness.

Streamline communication methods for team leaders to share information with their teams, as well as setting up conference times with the counselor.

Elect CLT members using the district-established process. Team leads may serve as CLT representatives. Continue having one CLT teaching representative from each grade level team.

Technology...

All staff members are encouraged to utilize either Bloomz or See Saw for a digital portfolio for next year. At the end of 2017-2018 school year, we will determine which application we will formally adopt. No funds will be needed for this upcoming school year.

Continue on with our "Technology Break-Out Sessions" during the 2017-2018 school year, providing staff choice in technology staff development at the campus level.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Lisa Skinner
Teacher	Cassie Nguyen
Teacher	Breanna Richey
Teacher	Lauren Flores
Teacher	Kelsey Longtin
Teacher	Elaina Brooks
Teacher	Molly Reed
Teacher	Collin Jones
Campus-Based Nonteaching Professional	Angela Knight
Campus-Based Para or Operations Staff Rep	Codie Causey
District-Level Professional	Susannah Obara
Parent Rep	Julia Lastovica
Parent Rep	Rachel Stansbury
Community Rep	Alex Williams
Community Rep	Jeff Kossack
Business Rep	Debi Lokey
Business Rep	Whitney Golke

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

Date	Time	Location
September 20	3:30 pm	Cross Oaks Library
November 15	3:30 pm	Cross Oaks Library
January 17	3:30 pm	Cross Oaks Library
February 28	3:30 pm	Cross Oaks Library
April 18	3:30 pm	Cross Oaks Library

| May 9 | 3:30 pm | Cross Oaks Library |

Paloma Creek Elementary

Campus Improvement Plan 2017-18

Table of Contents

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

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

School Mission

Inspiring passionate learners

School Vision

We will collaborate to create a positive learning environment that engages students, monitors progress, and celebrates success.

School Values

Respect: We will show respect to others and ourselves.
Advocate for others: We will advocate for the needs of our friends and ourselves.
Creative Thinker: We will create solutions to problems by thinking creatively and working collaboratively with others.
Growth: We will set personal goals to improve academically and behaviorally as we monitor our progress.
Engaged Learner: We will engage in meaningful learning opportunities and encourage our peers to learn with us.

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 of 2018.

Leads/Action Steps	Person(s)	Fund/$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Campus wide implementation of extended PLC (Professional Learning Community) weekly 90 minute meetings; during which teachers will identify essential learning targets, develop engaging lessons, monitor student progress and create common assessments. Grade-level PLC's will collaborate with special education, ESL, and math/reading interventionist. *Addresses missed safeguard	Admin, teachers, Math Int, Read Int, inclusion teachers			PLC Agendas, staff feedback, PLC binders, student data monitored through A to Z, Cafe Daily 5 Pensive, ELI, KR, Standards Based Report Card Assessments, I-Station Reading, Imagine Math, Lucy Calkins Reading and Writing 3 and 4 grade Ladder Writing CLI Engage PreK, IRI, LLI and Benchmark Assessment	Increase in student engagement and achievement of at least one year's growth Increase from 59% to 67% in reading and 46 % to 54% in math	
Continue planning specifically in the area of problem solving utilizing Exemplars. Vertical alignment of problem solving in PreK-5 *Addresses missed safeguard sub-populations	Exemplar Company, Admin, teachers, Math Int, Read Int, inclusion teachers			Lesson plans, teachers utilizing Exemplars to facilitate learning, and students growth in problem solving	Increase in student engagement and achievement of at least one year's growth Increase from 46% to 54%	
Science Elementary Curriculum Coordinator will work closely with the STEAM committee and school cohort to support implementation of STEAM practices throughout the campus.	Curr Coord, STEAM Committee and school cohort Admin, teachers, Math Int, Read Int, inclusion teachers			STEAM based learning activities in the classroom, Wonder Wednesday Clubs, Robotics Club, Makerspace Club	Increase in student engagement and achievement of at least one year's growth	
Provide small group targeted math instruction in the general education classroom utilizing inclusion support and/or "pull out" intervention groups. *Addresses missed safeguard sub-population	Special Education Teachers, Math Int, Special Education Teachers, Read Int	SCE: $ 30,000 FTEs: 0.5		2-5 IM Progress monitoring reports	Increase in student engagement and achievement of at least one year's growth Increase from 46% to 54%	

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 of 2018.

Leads/Action Steps	Person(s)	Fund/$/ FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide small group targeted reading instruction in the general education classroom utilizing inclusion support and/or "pull out" intervention groups *Addresses missed safeguard sub-population	Recovery Teacher and Read Int	SCE: $30,000 FTEs: 0.5		2-5 Station Reading progress monitoring reports K-1 ELI data 2-5 LLI benchmarks and IRI Comprehension tracking system	Increase in student engagement and achievement of at least one year's growth Increase from 59% to 67%	
Provide New Teacher Mentoring Program to foster growth and development of new teachers and best practice teaching strategies.	Admin new teachers, mentor teachers			Observation Feedback, monthly agenda, walkthrough data	Increase in student engagement and achievement of at least one year's growth	
Provide training for data analysis and planning targeted intervention utilizing Lead4ward	Admin, teachers, interventionists	$1,400.00		Data analysis monitoring reading comprehension, math fact fluency, and math problem solving utilizing Lead4ward growth reports, leadership reports, and response to intervention reports.	Increase in student engagement and achievement of at least one year's growth	

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 of 2018.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Campus wide implementation of CHAMPs in common areas and the classroom	Admin, teaching staff, team leaders, District Trainers			CHAMPs common areas handbook developed by committees Observation, data, feedback, high fives with rewards, Falcon awards every 6 weeks	An increase in student engagement which allows them to be more focused while closing gaps and reaching the goal of at least a minimum one year's growth.	
Provide campus wide training and coaching for third through fifth grades on Restorative Practices	Admin, teaching staff, support staff,			Increase in student engagement, participation and respect between staff, students and stakeholders	Decrease in utilization of admin in behavior intervention, increase in student engagement and achievement of at least one year's growth	
Continue development of mentoring program for students at- risk behaviorally	Volunteer base including: grandparents, parents, Navo Student Council, BHS volleyball and football players, Special Areas Lunch Clubs			Mentoring Plan Developed, Clubs during the school day and after school, observation, data, feedback	Increase in student engagement and achievement of at least one year's growth	
Develop parenting classes utilizing Love and Logic	Admin, 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)	Increase in parent partnerships between parents, students, and staff	
Develop and implement electronic portfolio for	Admin,			Electronic portfolios,	Increase in student	

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 of 2018.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
students to communicate their learning in core content areas such as English Language Arts, Math, Science, and Social Studies.	teachers, students			students communication about their learning	engagement/ownership and achievement of at least one year's growth	
Student participation in programs such as: Pride Choir,Honor Choir, & Orchestra 5th Grade Student Council, 4th Grade School Ambassadors, Wonder Wednesday clubs, 3rd Grade Public Relations Media Group (announcements and other media) Robotics, Maker Space, Art Club, PE Club, Book Club, Lunch Clubs, Chess Club, Recycling Club	Admin, music, PE, and art teachers, orchestra teacher, counselor, librarian, PTA, EXPO teacher, community volunteers, students			performances, participation, feedback, observation	Increase in student engagement, creating solutions to problems, working as a team, responsibility and ownership of creating and reaching goals, increase in community-mindedness, i.e. mindset of 'what can I do to help others'.	
Increase in PTA membership from 204 to 300 memberships including 100% staff memberships	PTA board, Admin			PTA Membership	Increase in parent involvement	
PTA will begin a dad's programs such as All Pro Dad's or Watch Dogs	PTA board, PTA members, stakeholders			Increase in male participation in volunteering and mentoring for the campus	Increase in male involvement, increase in student engagement	
StrengthsFinders for staff and Strengths Finders/Explorers for 4th and 5th Grade Students	Admin, Strengths Finders Trainers, teachers	Strengths Academy $5400		Top 5 strengths nameplates displayed for staff; staff leveraging strengths of team members in planning, student completion of Strength Finders Explorer activities weekly, increase in student engagement	Increase in student and teacher engagement	
Increase communication between home and school via bi-monthly campus newsletters, bi-monthly grade level newsletters, social	Admin, teachers, support			S'more newsletters, updated website, Facebook posts, Facebook live streaming	Increase in parent and community involvement	

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 of 2018.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
media live streaming of morning announcements, social media shout outs, website, phone blasts and email blasts Note: Addresses community wide survey need for improvement	staff			morning announcements		

Performance

Performance	All			African American			Hispanic			White			American Indian			Asian		
Reading	from	79	to 74	from	68	to 53	from	76	to 79	from	84	to 85	from	100	to -	from	100	to 100
Mathematics	from	75	to 74	from	61	to 63	from	72	to 81	from	81	to 78	from	100	to -	from	100	to 100
Writing	from	74%	to 53	from	56%	to 47	from	76%	to 60	from	79%	to 56	from	-	to -	from	100	to 100
Science	from	78	to 80	from	76	to 68	from	58	to 78	from	86	to 94	from	-	to -	from	100	to 50
Social Studies	from		to	from		to	from		to	from		to	from		to	from		to

Performance	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current+Monitored)			ELL (Current)		
Reading	from	-	to 100	from	100	to 67	from	71	to 55	from	38	to 38	from	69	to 67	from	-	to -
Mathematics	from	-	to 100	from	50	to 78	from	64	to 57	from	34	to 38	from	88	to 67	from	-	to -
Writing	from	-%	to -	from	-%	to 40	from	70%	to 38	from	20%	to 7	from	67%	to 50	from	-	to -
Science	from	-	to -	from	100	to 67	from	71	to 68	from	29	to 50	from	69	to 60	from	-	to -
Social Studies	from		to	from		to	from		to	from		to	from		to	from		to

Participation

Participation	All			African American			Hispanic			White			American Indian			Asian		
Reading	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to -	from	100	to 100
Mathematics	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to -	from	100	to 100

Participation	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current+Monitored)			ELL (Current)		
Reading	from	-	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	-	to -	from	100	to 100
Mathematics	from	-	to 100	from	100	to 100	from	100	to 100	from	100	to	from	-	to -	from	100	to 100

Graduation

Graduation	All			African American			Hispanic			White			American Indian			Asian		
Reading	from		to	from		to	from		to	from		to	from		to	from		to
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to
Writing	from		to	from		to	from		to	from		to	from		to	from		to

Graduation	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL Monitored			ELL (Current+Monitored)		
Reading	from	-	to -	from		to	from		to	from		to	from		to	from	-	to -
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to
Writing	from		to	from		to	from		to	from		to	from		to	from		to

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
· UbD Units of Study
· Foundation Course/Class Materials
· Enrichment Course/Class Materials
· Technology
· Instructional Design/Delivery; High-Yield Strategies
· Lesson Study/Delivery Processes
· Collaborative Horizontal and Vertical Team Alignment Processes
· Student-Specific/Differentiated Strategies and Processes
· Common Benchmark Assessments and/or Other Assessments
· Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Student progress, staff perceptions of intervention planning, progress monitoring of student achievement and collaborative planning

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
-PLC structure for collaborative planning -Working with interventionists and specialists to plan intervention lessons	-Tools and/or curriculum for intervention lessons -Tracking and analyzing data -Vertical alignment of math problem solving

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

-Tools and/or curriculum for intervention lessons
-Tracking and analyzing data
-Vertical alignment of math problem solving

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, Dropout, and GED Rates
· Course/Class Assignments
· College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Enrollment, attendance, ethnicity, special program participation, at-risk

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the

Strengths...	Needs...
80% met standard in science 100% GT students met standard in reading, math, and science 100% participation in State testing 96.6% attendance rate	Close achievement gaps of our subpopulations in reading, writing, and math- specifically economically disadvantaged and special education Identify GT students across all subpopulations

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Close achievement gaps of our subpopulations in reading, writing, and math- specifically economically disadvantaged and special education Identify GT students across all subpopulations

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Surveys and parent volunteer information

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Increase in PTA membership to 204 members 100% of staff joined PTA Increase in grandparent and men in PTA- 39 men and 6 grandparents Increase in parent volunteers Navo Middle School Student Council Reading Mentoring Program	Provide opportunities for grandparents to mentor students. Provide opportunities for a dads program such as All Pro Dads or WATCH Dogs Expand mentoring program to include Braswell High School football and volleyball players

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Provide opportunities for grandparents to mentor students.
Provide opportunities for a dads program such as All Pro Dads or WATCH Dogs
Expand mentoring program to include Braswell High School football and volleyball players

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
· Duty Rosters
· Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
· School Map & Physical Environment
· Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Leadership: Formal and Informal
Communication: Formal and Informal
Decision-Making Process

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
- Structures for decision making committees such as CLT and Team Leaders - Communication of duty schedules, master schedule, and content schedule - Communication of safety procedures, policies and routines with staff members	- Improve communication of decisions to all stakeholders - Receive input from all stakeholders regarding schedules - Improve communication of safety procedures, policies and routines with all stakeholders

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Improve involving all stakeholders in decision making and in communication of decisions to all stakeholders

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 and staff perceptions
> 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 reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
themes bring us together unite us with common goal of ¨Learning¨ gender neutral student achievement can be accomplished in numerous ways	Buy in by all stakeholders with small goals Give more high 5ś n the hallways Working together to utilize peopleś strengths More professional development on how physical classroom environment affects student behavior and academic learning

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

As a school the teachers and students need to by in as well as a clear understanding of school wide themes in relation to academic and behavioral performance. Professional development regarding behavior in relation to our themes. We need to find a way to sustain the theme throughout the year instead of allowing it to fizzle out. A possible example is that each grade level identifies and creates specific goals relating to the them. Each class will celebrate when they meet the goal.
 We need to be more cognizant of recognizing and reporting exceptional student behavior in the hallway.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources
· Teacher Certification/Qualification Data
· Paraprofessional and Other Staff Qualifications
· Staff Effectiveness in Relation to Student Achievement
· PDAS and/or Other Staff Effectiveness Data
· Staff Mobility/Stability
· Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
· Professional Development Data
· Teacher-Student Ratios
· Graduation, Completion, Dropout, and GED Rates
· Course/Class Completions, Grades, and Other Data
· Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Texas Education Agency Website, TTESS criteria

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Strengths...	Needs...
Generalist, ESL and Sped certifications	Certifications for specific subjects (reading, math)
Using T-TESS criteria, all of our staff members are highly qualified to serve all kids. It is a requirement for elementary teachers to be able to teach all subjects to all learners.	Continuing education for content areas such as math, reading and science
Students with special education needs and ESL students are assigned to classrooms with teachers who are certified for those specific areas.	No cap for fifth grade teacher/student ratio
22 to 1 student/teacher ratio district wide in primary grades	
24 to 1 student/teacher ratio district wide in secondary grades	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Our biggest need would be continuing education for content areas such as math, reading and science.

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

State Assessment Data, TELPAS, Classroom Data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the

data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
80% met standard in science 100% GT students met standard in reading, math, and science 100% participation in State testing 96.6% attendance rate	Close achievement gaps of our subpopulations in reading, writing, and math- specifically economically disadvantaged and special education Increase in the percentage of students who meet and masters content in reading, math and science Identify GT students across all subpopulations

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Close achievement gaps of our subpopulations in reading, writing, and math- specifically economically disadvantaged and special education
Identify GT students across all subpopulations

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources
·   Technology Infrastructure, Networks, Etc.
·   Technology Hardware and Software
·   Classroom Technology Needs by Area, Class, Department, Etc.
·   BrightBytes Survey
·   Professional Development/Teacher Preparation Needs in Technology
·   Leadership and Administrative Support Structures for Technology Implementation
·   Resource Allocations
·   Technology Policies and Procedures
·   Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

We reviewed the survey that our staff took.
https://docs.google.com/spreadsheets/d/116coeS3p48moYc3VeyW2Jcd1ANUCJ3e-5sNl15UGD1A/edit?usp=sharing

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Strengths...	Needs...
Technology is used across the grade-levels Google Classroom is used in more than half of the classrooms	More Google Classroom Trainings Keyboarding Class Students trained on how to create presentations beyond google slides. During PLC Student Rotation, students rotate every other week. One week computer skills and the other week iStation Knowledge of expectation of k-2 vs 3-5 (knowledge/utilization of programs) Trainings on the Braswell Zone (no Denton Training) Grade-level websites updated/utilized Training for Online Electronic Portfolios

Summary of Needs

A set expectation of what is expected for k-2 vs. 3-5 and a choice of trainings on campus to better equip our staff. (Campus Budget)

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Close achievement gaps of our subpopulations in reading, writing, and math- specifically economically disadvantaged and special education
Identify GT students across all subpopulations

Student Achievement...

Close achievement gaps of our subpopulations in reading, writing, and math- specifically economically disadvantaged and special education
Identify GT students across all subpopulations

School Culture and Climate...

As a school the teachers and students need to by in as well as a clear understanding of school wide themes in relation to academic and behavioral performance. Professional development regarding behavior in relation to our themes. We need to find a way to sustain the theme throughout the year instead of allowing it to fizzle out. A possible example is that each grade level identifies and creates specific goals relating to the them. Each class will celebrate when they meet the goal.
 We need to be more cognizant of recognizing and reporting exceptional student behavior in the hallway.

Staff Quality, Recruitment and Retention...

Our biggest need would be continuing education for content areas such as math, reading and science.

Curriculum, Instruction, and Assessment...

-Tools and/or curriculum for intervention lessons
-Tracking and analyzing data
-Vertical alignment of math problem solving

Family and Community Involvement...

Provide opportunities for grandparents to mentor students.

Provide opportunities for a dads program such as All Pro Dads or WATCH Dogs

Expand mentoring program to include Braswell High School football and volleyball players

School Context and Organization...

Improve involving all stakeholders in decision making and in communication of decisions to all stakeholders

Technology...

A set expectation of what is expected for k-2 vs. 3-5 and a choice of trainings on campus to better equip our staff. (Campus Budget)

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Mark Stein
Teacher	Lisa Wright
Teacher	Carolyn Stringfellow
Teacher	Genelle Anderson
Teacher	Erin Findley
Teacher	Michelle Duesman
Teacher	Phylicia Stephens
Campus-Based Nonteaching Professional	Lisa Stafford
Campus-Based Para or Operations Staff Rep	Jane Lyras
District-Level Professional	Kathy Morrison
Parent Rep	Rachel Brown
Parent Rep	Shea Harrison
Community Rep	Margaret Jarvis
Community Rep	
Business Rep	Paloma Creek Sonic- Kelly
Business Rep	

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

Date	Time	Location
September 5, 2017	3:10-4:10	Paloma Creek Library
November 1, 2017	3:10-4:10	Paloma Creek Library
January 9, 2018	3:10-4:10	Paloma Creek Library
March 20, 2018	3:10-4:10	Paloma Creek Library
May 2, 2018	3:10-4:10	Paloma Creek Library

Providence Elementary School

Campus Improvement Plan 2016-17

Table of Contents

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

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

School Mission

Educate with enthusiasm and expect excellence.

School Vision

Providence Elementary will foster a focused and engaged learning environment that promotes collaboration, positivity, and care while educating all learners to their highest potential.

School Values

Our team developed Core Values that we will teach to students as well as find opportunities to recognize students who embody these Core Values. The Providence Elementary Core Values are as follows:
- Respect
- Responsibility
- Empathy
- Perseverance

WIG 1: Providence Elementary will establish a culture of collaboration, care, and positivity as evidenced by campus culture and climate surveys, artifacts & work of Professional Learning Communities, and regular student & staff recognitions.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Campus wide implementation of extended PLC (Professional Learning Community) bi-weekly 90 minute meetings; during which teachers will identify essential learning targets, develop engaging lessons, monitor student progress and create common assessments. Grade-level PLC's will routinely collaborate with special education, ESL, EXPO, Specials and math/reading interventionists.	Admin, Teachers, Counselor, Math Int, Read Int, Inclusion teachers			PLC Agendas, staff feedback, Student data monitored through ELI, KR, Standards Based Report Card Assessments, I-Station Reading, I-Station Math, and Imagine Math Newsletters defining PLCs for families and the community	Increase in student engagement and achievement of one year's growth	Routine evaluation of PLC agendas, discussion, and PLC Feedback Surveys
Increase communication between home and school via monthly campus newsletters, bi-weekly grade level newsletters, social media streaming of announcement videos, social media shout outs, website, phone blasts and email blasts Note: Addresses community wide survey need for improvement	Admin, Teachers, Support staff, Students, PTA			Patriot News to Know Google newsletters, updated website, Facebook status posts, Twitter accounts, Friday folders, Video e-News that highlights Patriot Student Learning "Shout-Outs," PTA Newsletter, Parent and Family Evening Learning Opportunities	Increase in parent and community involvement	Parent survey of communication Middle and End of Year
Develop a Mentor Program for 1st year teachers and teachers new to Providence Elementary	Admin, Counselor, Mentor Teachers			Mentor Observation forms shared with campus administration and mentee teacher, Mentee Observation forms shared with campus administration, Beginning of Year and End of Year Mentee Survey, Administrative Learning Walk Feedback	Decrease in office referrals from 1st year teacher classrooms, positive parent feedback, student engagement in classrooms, increased student achievement	6 Week Meetings with Mentees; Review beginning of year and end of year mentee survey
Implement Patriot P.R.I.D.E. campus-wide assemblies, Positive Behavior Referrals, and Parent Patriot Positive Difference Maker recognitions for students and staff who	Admin, Counselor, Teachers, Parents,			Patriot P.R.I.D.E. Awards tracking, Positive Behavior Referral Wall, Patriot Positive Difference Maker completed	Increase in parent and staff campus culture and climate survey results	Parent and staff feedback following Patriot PRIDE assemblies

WIG 1: Providence Elementary will establish a culture of collaboration, care, and positivity as evidenced by campus culture and climate surveys, artifacts & work of Professional Learning Communities, and regular student & staff recognitions.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
embody campus core values	Students			nomination forms		

WIG 2: Providence 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 of 2018.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Campus wide implementation of extended PLC (Professional Learning Community) bi-weekly 90 minute meetings; during which teachers will identify essential learning targets, develop engaging lessons, monitor student progress and create common assessments. Grade-level PLC's will collaborate with special education, ESL, and math/reading interventionist.	Admin, Counselor, Teachers, Math Int, Read Int, Inclusion teachers			PLC Agendas, staff feedback, PLC binders, Student data monitored through Campus Progress Monitoring Document,, ELI, KR, Standards Based Report Card Assessments, I-Station Reading, I-Station Math, and Think Through Math	Increase in student engagement and achievement of one year's growth	Participation in extended PLCs
Math Elementary Curriculum Coordinator facilitate continued planning specifically in the area of problem solving utilizing Exemplars.	Curriculum, Admin, teachers, Math Int, Read Int, inclusion teachers			Lesson plans, teachers utilizing Exemplars to facilitate learning, and students growth in problem solving	Increase in student engagement and achievement of one year's growth	Student Problem Solving Journals
Provide small group targeted math instruction in the general education classroom utilizing inclusion support and/or "pull out" intervention groups.	Special Education Teachers, Math Int Special Education Teachers, Read Int			3-5 Imagine Math Progress monitoring reports K-5 I-Station Math progress monitoring reports IXL Progress Monitoring Reports	Increase in student engagement and achievement of one year's growth	Interventionist lesson plans, Utilize Math Progress Monitoring reports during Extended PLCs as a data source
Provide small group targeted reading instruction in the general education classroom utilizing inclusion support and/or "pull out" intervention groups	Recovery Teacher and Read Int			K-5 I-Station Reading progress monitoring reports K-2 ELI data	Increase in student engagement and achievement of one year's growth	Routine Review of Guided Reading Progress Monitoring
Ensure that teachers and support staff are consistently implementing assessment literacy best practices, including learning targets, strong and weak examples of student work, formative assessment, pre-assessment, and feedback.	Admin, Teachers, Campus Interv, Support paras			Walk-thoughs and teacher feedback, documentation of PLC work, monthly staff development focusing on assessment literacy involving teacher input	Increase in percentage of students meeting grade level expectations, decrease in percentage of students requiring tier 2 and 3 interventions, as	Ensure that teachers and support staff are consistently implementing assessment literacy best practices,

WIG 2: Providence 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 of 2018.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
					measured by campus, district, and state assessments	including learning targets, strong and weak examples of student work, formative assessment, pre-assessment, and feedback.

Performance	All			African American			Hispanic			White			American Indian			Asian		
Reading	from	83	to 84	from	63	to 75	from	75	to 73	from	92	to 88	from	50	to 100	from	80	to 67
Mathematics	from	80	to 87	from	71	to 72	from	67	to 81	from	86	to 91	from	100	to 100	from	80	to 67
Writing	from	68%	to 71	from	48%	to 80	from	56%	to 100	from	81%	to 67	from	50	to 100	from	50	to 0
Science	from	78	to 83	from	64	to 67	from	74	to 80	from	84	to 87	from	100	to 100	from	100	to 0
Social Studies	from		to	from		to	from		to	from		to	from		to	from		to

Performance	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current & Monitored)			ELL (Current)		
Reading	from	100	to 100	from	100	to 100	from	76	to 81	from	72	to 72	from	59	to 80	from	-	to -
Mathematics	from	100	to 100	from	67	to 100	from	71	to 86	from	69	to 69	from	53	to 83	from	-	to -
Writing	from	100%	to -	from	50%	to -	from	53%	to 81	from	42%	to 50	from	14%	to 100	from	-	to -
Science	from	-	to 100	from	-	to 100	from	69	to 79	from	69	to 85	from	43	to 67	from	-	to -
Social Studies	from		to	from		to	from		to	from		to	from		to	from	-	to

Participation	All			African American			Hispanic			White			American Indian			Asian		
Reading	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100
Mathematics	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100

Participation	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current & Monitored)			ELL (Current)		
Reading	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	-	to -	from	100	to 100
Mathematics	from	100	to 100	from	100	to 100	from	100	to 100	from	100	to 100	from	-	to -	from	100	to 100

Graduation	All			African American			Hispanic			White			American Indian			Asian		
Reading	from		to	from		to	from		to	from		to	from		to	from		to
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to
Writing	from		to	from		to	from		to	from		to	from		to	from		to

Graduation	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL Monitored			ELL (Current+Monitored)		
Reading	from	-	to -	from		to	from		to	from		to	from		to	from	-	to -
Mathematics	from		to	from		to	from		to	from		to	from		to	from		to
Writing	from		to	from		to	from		to	from		to	from		to	from		to

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources
· Standards-Based Curriculum Resources and Materials
· Scope and Sequence; Pacing Guides; and/or Other Focus Documents
· UbD Units of Study
· Foundation Course/Class Materials
· Enrichment Course/Class Materials
· Technology
· Instructional Design/Delivery; High-Yield Strategies
· Lesson Study/Delivery Processes
· Collaborative Horizontal and Vertical Team Alignment Processes
· Student-Specific/Differentiated Strategies and Processes
· Common Benchmark Assessments and/or Other Assessments
· Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Common Benchmark Assessments, Reading Inventory Data (beginning - end of year 2016-17), Kathy Richardson, Classroom Learning Walks, UbD Units of Study, Eduphoria Staff Portfolios

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Based on the data reviewed Providence Elementary will benefit from the following:
- Training on identification of essential learning standards/outcomes
- Training on Assessment for Learning
- Training Professional Learning Communities

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, Dropout, and GED Rates
·   Course/Class Assignments
·   College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Special Programs Enrollment, At-Risk/Economically Disadvantaged Data, Attendance Data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the

data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Multicultural Celebration, Dyslexia Interventions (# of students identified with dyslexia passing STAAR Reading)	Attendance interventions, increase minority student EXPO population

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Early interventions for chronic attendance is an area of need. Additionally, the campus needs to find ways to identify minority students for the EXPO program.

Comprehensive Needs Assessment

Family and Community Involvement

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

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

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Campus Culture and Climate Survey, Parent feedback, PTA Board Feedback, Counselor's community service reporting

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Strong parental involvement, PTA Board involvement with supporting campus needs	Opportunities for parents to be welcomed at the school (volunteer opportunities), Community involvement opportunities, Opportunities for events that invite families to collaborate in learning (i.e. Family Math Night, Curriculum Night, Literacy Activities, etc.)

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Based on the campus culture and climate survey as well as feedback from parents, staff, and community members, parents and community members did not feel welcomed to be a part of the campus learning community. After school activities were only those sponsored and attended by PTA members. A lack of partnership between staff and PTA was evident as PTA Board members did not feel supported.

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
·   Duty Rosters
·   Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
·   School Map & Physical Environment
·   Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

Campus Culture and Climate Survey (from both teachers and parents), Master Schedule, Communication Sources

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Strengths...	Needs...
Structural Organization of Grade Levels within Specific Hallways (K-1; 2-3; 4-5)	Communication from campus administration, Duty Schedule (place staff members on duty to greet students each morning as they exit cars and enter building), Master Schedule (incorporate time for PLCs and Interventions within the school day vs. before/after school)

Summary of Needs

Communication with teachers/staff as well as with parents was lacking from campus administration. Clear communication from teachers to parents is needed. The Master Schedule needed to be revisited to include time for teams to engage in Professional Learning Communities. Specific time for student interventions needs to be implemented during the school day instead of requiring students to stay before or after school.

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 Surveys, Parent School Culture and Climate Survey, Staff School Culture and Climate Survey, Individual "Get to Know You" Conferences with each staff member as a new principal to the building, Discipline Reports, School Walkthrough, Classroom Learning Walks, Beginning of Year Staff Development focused on Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Strengths...	Needs...
Staff tenacity and commitment to one another, Parent support of staff	Focus on establishing a positive and collaborative culture and climate, Student and staff opportunities for recognition, High expectations for all learners to include students, staff, and community

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Providence Elementary must first focus on developing a culture of positivity, collaboration, trust, and high expectations. While academic learning is of utmost importance, social-emotional and behavioral areas of education are equally important.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources
· Teacher Certification/Qualification Data
· Paraprofessional and Other Staff Qualifications
· Staff Effectiveness in Relation to Student Achievement
· PDAS and/or Other Staff Effectiveness Data
· Staff Mobility/Stability
· Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
· Professional Development Data
· Teacher-Student Ratios
· Graduation, Completion, Dropout, and GED Rates
· Course/Class Completions, Grades, and Other Data
· Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Teacher and Staff Certifications, Staff Mobility Rate, Teacher-Student Ratios

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Multiple paraprofessionals hold standard certification, Highly qualified staff	Staff members with ESL certification, EXPO gifted update and initial hours, High staff mobility rate (due to opening of new schools and other circumstances)

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

As the population at Providence Elementary is changing, there is a need for acquiring staff with an ESL certification. Staff must receive and maintain gifted and talented initial training and update professional development hours.

Student Achievement

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

Potential Data Sources
· State Assessment Data
· TELPAS and AMAO Results
· SAT/ACT/PSAT Results
· Advanced Course/Dual Enrollment Data
· Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
· State Data Tables
· Texas Success Initiative Data
· Course/Class Grades
· Graduation, Completion, Dropout, and GED Rates, Diploma Types
· Promotion/Retention Rates
· Classroom and Program Assessments and Other Data

Data Sources Reviewed

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

List the actual data sources reviewed below...

STAAR assessment scores, TELPAS scores

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the

data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
STAAR Progress Measure, STAAR Closing Performance Gaps Measure, STAAR Top 25% Distinction Earned	Special Education Closing Performance Gaps, Writing Instruction (as evidenced by 4th Grade STAAR Writing)

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Providence Elementary will focus on providing ESL Language Acquisition and Support in order to demonstrate gains in TELPAS scores. Additionally, writing in all content areas in all grade levels is a priority.

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.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Classroom and Office Technology Needs, Technology Professional Development as Evidenced by Eduphoria Staff Portfolios, Technology Hardware and Software

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

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

Strengths...	Needs...
Campus technology support in the form of Campus Hardware Technician, Resource Allocations (all classrooms have access to technology); All teachers DTEK Chromebook trained, access to iPads/Chromebooks, Green Screen	Updated CPU equipment in front office (secretary, receptionist, principal, assistant principal, counselor, nurse stations), Hallway television technology display not working, Projector and sound equipment in cafeteria, Outdated technology models in campus computer labs

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

While there is a great amount of technology located at Providence Elementary, much of the technology is outdated, slow running, and requires a great deal of maintenance. Campus has allocated funds to begin to upgrade slow running systems on a rotating basis. By working collaboratively with teachers and staff, parents, and the Campus Hardware Technician to up update old technology units. Teachers and staff will require training to demonstrate in proficiency of utilizing technology as a means of expanding learning.

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Early interventions for chronic attendance is an area of need. Additionally, the campus needs to find ways to identify minority students for the EXPO program.

Student Achievement...

Providence Elementary will focus on providing ESL Language Acquisition and Support in order to demonstrate gains in TELPAS scores. Additionally, writing in all content areas in all grade levels is a priority.

School Culture and Climate...

Staff Surveys, Parent School Culture and Climate Survey, Staff School Culture and Climate Survey, Individual "Get to Know You" Conferences with each staff member as a new principal to the building, Discipline Reports, School Walkthrough, Classroom Learning Walks, Beginning of Year Staff Development focused on Culture and Climate

Staff Quality, Recruitment and Retention...

As the population at Providence Elementary is changing, there is a need for acquiring staff with an ESL certification. Staff must receive and maintain gifted and talented initial training and update professional development hours.

Curriculum, Instruction, and Assessment...

Based on the data reviewed Providence Elementary will benefit from the following:
- Training on identification of essential learning standards/outcomes
- Training on Assessment for Learning
- Training Professional Learning Communities

Family and Community Involvement...

Based on the campus culture and climate survey as well as feedback from parents, staff, and community members, parents and community members did not feel welcomed to be a part of the campus learning community. After school activities were only those sponsored and attended by PTA members. A lack of partnership between staff and PTA was evident as PTA Board members did not feel supported.

School Context and Organization...

Providence Elementary will focus on providing ESL Language Acquisition and Support in order to demonstrate gains in TELPAS scores. Additionally, writing in all content areas in all grade levels is a priority.

Technology...

While there is a great amount of technology located at Providence Elementary, much of the technology is outdated, slow running, and requires a great deal of maintenance. Campus has allocated funds to begin to upgrade slow running systems on a rotating basis. By working collaboratively with teachers and staff, parents, and the Campus Hardware Technician to up update old technology units. Teachers and staff will require training to demonstrate in proficiency of utilizing technology as a means of expanding learning.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Principal	Jairia Diggs
Assistant Principal	Christina Weiper
Teacher	Kalah Thorson
Teacher	Marta Howard
Teacher	Kelly Cooper
Teacher	Andrea Bell
Teacher	Erica Lease
Teacher	Donna Lewis
Teacher	Kristi Ballard
Campus-Based Nonteaching Professional	Rhonda Banks
Campus-Based Nonteaching Professional	Ami Ware
Campus-Based Para or Operations Staff Rep	Autumn Matthews
District-Level Professional	Rene Shelton
Parent Rep	Melissa Withaeger
Parent Rep	Laurie Pelzel
Community Rep	Brian Roberson
Community Rep	
Business Rep	380 Sonic General Manager
Business Rep	

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

Date	Time	Location
September 18, 2017	3:15p.m.	Providence Library
November 2, 2017	3:15p.m.	Providence Library
February 1, 2017	3:15p.m.	Providence Library

March 29, 2017	3:15p.m.	Providence Library
April 19, 2017	3:15p.m.	Providence Library
May 17, 2017	3:15p.m.	Providence Library

Savannah Elementary School

Campus Improvement Plan 2017-18

Mission, Vision, and Values

District Mission

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

School Mission

"Preparing for the Future, Today!"

School Vision

Savannah Elementary will become a collaborative community of excellence that challenges students to reach their academic and social potential.

School Values

Attitude: We will maintain a positive environment of encouragement, recognition, humor, and fun.

Communication: We will openly interact with each other in truthful and respectful manner to cultivate trust and productivity without fear of retaliation.

Innovation: We will build a forward-thinking environment that keeps up with technology, best practices, and is open to unconventional ideas.

Respect: We will value each other's opinions and differences with open mindedness and tolerance.

Teamwork: We will work together toward a common goal by sharing responsibilities while implementing our value system.

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Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

WIG 1: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 90% students will show a minimum of one year's growth in math and reading by June 1, 2018.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Within the workshop model, our campus will focus on consistency of small group instruction daily.	Administration Interventionists Coaches Curriculum			• Lesson Plans • Walk Through Documentation • Coaching Notes • T-TESS Goals	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
Small groups will be pulled by formative & summative data sources.	Administration Interventionists Coaches Curriculum			• Lesson Plans • Walk Through Documentation • Coaching Notes • T-TESS Goals	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
The Student Intervention Team will continue to provide support and training to teachers identifying appropriate MTSS strategies. Teachers will utilize the DMTSS protocols and resources created by the district DMTSS committee.	Administration SIT Team			• PLC schedule • PLC minutes & artifacts • Common Assessments • Students of Concern Spreadsheet	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
Instructional Planning Meetings will be held each six weeks. Sandy Brown will assist K-2 teachers in planning & implementing Lucy Calkins units of study. Teachers will also unpack TEKS and make plans for instruction and assessment for Reading.	Administration Curriculum			• Grade level scope & sequence • Month at a glance • Lesson plans • Learning targets • Common assessments	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
Student assessment data will be disaggregated by each sub group. An electronic data tool will be used to track student data.	Administration Team Leads Interventionists			• Aware data • Students of Concern spreadsheet • Lead4ward Spreadsheets • Google sheets	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
Students will be able to identify their learning targets and monitor their progress based on strong &	Administration Curriculum			• Walk through documentation • Learning walk documentation	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March

WIG 1: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 90% students will show a minimum of one year's growth in math and reading by June 1, 2018.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
weak work samples.				• Classroom artifacts		
Teachers will update Students of Concern spreadsheet in PLC meeting based on Universal, Supplemental, and Individualized concerns. A blue folder will be started to document classroom interventions.	Administration Team Leads Interventionists			• Students of Concern spreadsheet • Blue folder documents • Istation data • Imagine Math data • Common assessments	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
At Risk learners will be at least double dipped daily in Math and/or Reading by campus specialists.	Administration Interventionists			• Interventionists schedules • Master schedule • PLC minutes • Target Time groups	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
Schedules will be designed to protect instructional time of all students. Students needing pullout services will receive the bulk of their services during Target Time and/or heart of the workshop.	Administration			• Interventionists schedules • Master schedule • PLC minutes • Target Time groups	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
Target Time exists for 30 minutes in each grade level per day. If there is a change in campus schedule, Target Time is used for Tier 1 instruction.	Administration Team Leads			• School Activity Calendar • Master Schedule • Target Time schedule	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
Teacher at all grade levels will engage in collaborative planning for all subjects.	Administration Team Leads			• Lesson plans • Grade level minutes	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
Teachers will share grade level expectations with parents via conferences, curriculum night documents, and weekly S'more	Administration Team Leads			• S'more Newsletters • Curriculum Night S'more • Email archives	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March

WIG 1: Savannah Elementary will improve Tier I instruction in all classrooms and improve the MTSS process schoolwide so that 90% students will show a minimum of one year's growth in math and reading by June 1, 2018.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
newsletters. Newsletters will include learning targets, strong work samples, anchor charts, and videos, etc...						
Once a month Tool Time offered to staff to further professional learning.	Administration Interventionists			• Powerpoints • Agendas • Sign in sheets	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
Marigolds and Mentees will support new to Savannah teachers in their transition to the district.	Administration			• Powerpoints • Agendas • Sign in sheets	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
A PLC for special education will meet once a month to discuss name & need based on student data.	Administration SPED Team			• Agendas • PLC minutes • CFA data • Data charts	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
The Assessment for Learning Team will plan and deliver staff professional development centered around learning targets & strong & weak work.	Administration A-Team Members			• Powerpoints • Agendas • Sign in sheets • Walk through documentation • Classroom artifacts	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March
The Co Teach model will be increased on campus. Special education teachers will work more closely with general education to increase the exposure of special education students' to general education curriculum.	Administration Special Education Teachers			• Master schedule • SPED schedule • Lesson plans	90% of our campus will make one year's growth in math and reading.	Oct Nov Jan March

WIG 2: Savannah Elementary School staff and teachers will engage in frequent transparent communication that produces a 25% increase from BOY Savannah Engagement Survey by June 1, 2018.

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
CLT Wig 2 sub committee will write and administer an engagement survey for all teachers, parents and community members to establish baseline data for the year.	Administration CLT			Survey Results	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2018.	Oct Nov Jan March
All teams will produce presentations to be included in virtual curriculum night for parents and the community. These videos will be accessible online throughout the year.	Administration Team Leads			Virtual Curriculum Night Document	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2018.	Oct Nov Jan March
The Savannah Website will serve as the hub of information for our campus. It will be kept current with clear concise information.	School Webmaster			Updated Website Updated Calendar	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2018.	Oct Nov Jan March
Mugs with Mac, a town hall style meeting, will be hosted by Mr. McWilliams and Mrs. Springer to discuss and share instructional matters, assessment data and other "hot topics" in the learning community. Parents will have an opportunity to ask questions and discuss topics. Four sessions will be scheduled throughout the school year.	Administration			Powerpoint Agenda Sign in sheets Anchor Charts	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2018.	Oct Nov Jan March
The Savannah Shout Out, an electronic newsletter, will be developed and published monthly to keep parents informed.	Administration			S'more Newsletter	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2018.	Oct Nov Jan March
Grade level newsletters will be standardized utilizing S'more. A list of newsletter must haves will be developed for all grade level newsletters.	Team Leads			S'more Newsletter	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2018.	Oct Nov Jan March
Teachers will publish learning targets for each subject in their weekly newsletter.	Teachers Team Leads			S'more Newsletter	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2018.	Oct Nov Jan March
The campus mission, vision, values and goals will be published. All stakeholders will be made aware.	Administration			Various locations around the building Parent handbook Savannah Playbook	We will see a 25% increase from BOY Savannah Engagement Survey data by June 1, 2018.	Oct Nov Jan

WIG 2: Savannah Elementary School staff and teachers will engage in frequent transparent communication that produces a 25% increase from BOY Savannah Engagement Survey by June 1, 2018.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
						March

Performance	All			African American			Hispanic			White			American Indian			Asian		
Reading	from 85	to	82	from 73	to	79	from 88	to	82	from 87	to	83	from 100	to	100	from 100	to	82
Mathematics	from 82	to	84	from 75	to	74	from 77	to	84	from 85	to	86	from 100	to	100	from 100	to	100
Writing	from 81%	to	76	from 81%	to	58	from 71%	to	78	from 82%	to	80	from -	to	-	from 100	to	100
Science	from 75	to	74	from 56	to	73	from 69	to	63	from 80	to	76	from 50	to	-	from 100	to	100
Social Studies	from	to		from	to		from	to		from	to		from	to		from	to	

Performance	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current & Monitored)			ELL (Current)		
Reading	from -	to	0	from 85	to	78	from 74	to	77	from 42	to	41	from 100	to	75	from -	to	-
Mathematics	from -	to	0	from 77	to	83	from 72	to	67	from 42	to	43	from 100	to	88	from -	to	-
Writing	from -%	to	-	from 100%	to	50	from 71%	to	58	from 43%	to	27	from 100%	to	100	from -	to	-
Science	from -	to	-	from 80	to	86	from 57	to	58	from 14	to	36	from 50	to	67	from -	to	-
Social Studies	from	to		from	to		from	to		from	to		from	to		from	to	

Participation	All			African American			Hispanic			White			American Indian			Asian		
Reading	from 99	to	100	from 100	to	100	from 98	to	100	from 98	to	100	from 100	to	100	from 100	to	100
Mathematics	from 99	to	100	from 100	to	100	from 98	to	100	from 98	to	100	from 100	to	100	from 100	to	100

Participation	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL (Current & Monitored)			ELL (Current)		
Reading	from -	to	100	from 100	to	100	from 97	to	100	from 90	to	100	from -	to	-	from 100	to	100
Mathematics	from -	to	100	from 100	to	100	from 98	to	100	from 90	to	100	from -	to	-	from 100	to	100

Graduation	All			African American			Hispanic			White			American Indian			Asian		
Reading	from	to		from	to		from	to		from	to		from	to		from	to	
Mathematics	from	to		from	to		from	to		from	to		from	to		from	to	
Writing	from	to		from	to		from	to		from	to		from	to		from	to	

Graduation	Pacific Islander			2 or More Races			Eco Disadvantaged			Special Education			ELL Monitored			ELL (Current+Monitored)		
Reading	from -	to	-	from	to		from	to		from	to		from	to		from -	to	-
Mathematics	from	to		from	to		from	to		from	to		from	to		from	to	
Writing	from	to		from	to		from	to		from	to		from	to		from	to	

Student Achievement

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

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State 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.

- STAAR data (looked specifically at this year's group of 5th graders over the last three years)
- Reading levels

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

Strengths	Needs
8% growth in Sped scores	Data tracking system other than the data wall
14% growth in African American scores	Focus more on the Hispanic subgroup since scores are declining
Students who are double dipped are showing improvements	Focus more on females for math to decrease the gap between males and females
Guided reading levels show growth throughout the year	Make sure more students are receiving intervention in the classroom as well as with an interventionist
	Common assessment data is not matching up with report card assessment data. This makes the data scued.

Summary of Needs

Teachers need to find a better way to track data consistently throughout the year rather than relying solely on STAAR data or ELI/Kathy Richardson data. An online data tracking form housed in our Savannah binder on Google might be a more efficient way to track this data rather than a data wall.

n	Teachers need to be providing consistent small group intervention in the classroom and through Target Time to close some of these gaps. We can not rely on the interventionist alone to do this.
n	When looking at data, this years focus should be on the Hispanic population since this is the sub group we have seen the biggest decline.
n	Be sure parents fully understand the benefit of ESL services and discourage the idea to opt out.
n	
n	
n	
n	
n	
n	

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.

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.

n	District Survey	n	Campus Survey of Faculty
n	Behavior Referrals Records	n	Attendance and Tardy Report
n	Cleanliness Satisfaction Survey	n	Custodial Logs
n		n	
n		n	

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

	Strengths		Needs
n	70-80% of faculty are happy teaching here	n	Lack of regular facility cleanliness is impacting morale campus wide
n	70-80% of teachers feel supported by administration	n	Specific families are the primary perpetrators of habitual tardies
n	<89% Students and Faculty feel safe at Savannah	n	
n	Over 80% of all families are happy with community involvement at school	n	
n		n	
n		n	
n		n	
n		n	
n		n	
n		n	

Summary of Needs

n 20-30% of faculty need to look at what they are doing and where they are doing it. They are not happy here.

n Lack of facility cleanliness is an ongoing problem. Faculty feels like it has to police janitors as well as teach.

n	We have a safe school and need to maintain our standards.
n	Tardies are an issue with specific families and we need to address those families in a different way than we have in the past to see if we can get a different result.
n	Can we start a dialogue about sending kids to the office and feeling supported?
n	
n	
n	
n	

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- Survey of education level
- Staff mobility chart
- Intervew of new teachers
- Data from admin for PD
- Survey of T-TESS and walkthroughs

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
Concept of IPM	Need to make IPM more effective
Trying new research based methods	need more training and resources for this to be more effective
Some PD on campus	more and differentiated PD
Teachers of various experience levels	Teacher absences need to be addressed
	Address turnover rate
	Address feedback on T-Tess
	Organized and consistent mentor program

Summary of Needs

- Though we are doing some things well, we need to address and modify some programs that we are implementing.We are doing PD, but we need more and it needs to be differentiated.
- IPMs need to be more effective based on the teachers' needs. IPM effectiveness could improve if we hadresources available to use and to discuss how to use them during IPMs.
- The teacher turnover rate is high and has grown in the last 2 years.
- Teachers reported inconsitent feedback from walk-throughs. They requested feedback for every walkthrough.
- Teachers addressed the need for a mentor program that is consistent from year to year. The mentor program should include any new teachers and parasprofessionals.

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.

Technology		Scope and sequence; pacing guides	
Common benchmark assessments		standards-based curriculum resources and materials	

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	**Needs**
n using a variety of data sources to drive instruction	n Portolio knowledge
n using multiple tools to create student learning targets	n Data binder knowledge
n 90% of our teachers are using workshop model	n Vertical teams
n	n Lesson study/delivery process
n	n Lack of understanding of 21st century skills
n	n Strong and weak examples
n	n
n	n
n	n
n	n

Summary of Needs

n Portfolios/ data binder knowledge

n 21st Century Knowledge Skills

n We need to use more strong and weak examples

n Using IPM documents for creating learning targets

n

n

n

n

n

n

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 & 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.

Parent and Community survey	PLC minutes
Staff survey	
master schedule	
Savannah Binder	
IPM minutes	

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
documents all in one place (binder)	survey results not accurate due to lack of participation
district coach support	parent involvement for feedback
protected times	improve school safety
	resources for STAAR
	consistant staffing for TT

Summary of Needs

see above...

n

Family and Community Involvement

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

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- 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.

- Campus Culture + Climate Survey
- (Volunteer sign-ups/info we tried to get, but it was not available/recorded
- volunteer hours
-
-

-
-
-
-

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	**Needs**
n Parents feel genuinely involved	n "Parent input in instruction"
n staff and families feel respected	n more parent responses to survey
n	n
n	n
n	n
n	n
n	n
n	n
n	n
n	n

Summary of Needs

n More responses in the survey would have been helpful (and involvement issue in itself)

n Parents should be involved more, perhaps including activities like "Muffins with Moms", "Donuts with Dads", etc.

n We must have more clarity on the implications/expectations of "parents' input on instruction" What does this mean and how do we want it affecting/see it affecting our classrooms?

n (More detailed list of questions listed in document "Questions Asked" under the Family/Community Involvement file)

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Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/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.

- Teacher / Student Ratio
- STAAR Reports
- Campus CFA Data
- Kathy Richardson Data
- Benchmarks

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	**Needs**
n The rigor of math increased and our scores stayed the same.	n African American scored lower in the area of math, reading, and writing.
n Students served by interventionists are making progress.	n Fewer econonimc disadvantage passed math and writing.
n Math & Writing scores improved for AA and hispanic.	n
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Summary of Needs

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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 Impleme
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholder

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

-history of technology classes offered on campus	
-campus survey	
-campus technology currently available	

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strenths	**Needs**
over 50% of students and staff feel proficient	-slower paced trainings
-over 60% of staff assess with it and use it to drive instruction	-possible access to online videos for training/where to find them
-over 85% of staff say students are more engaged with it and 48% report more participation from students	-a campus technology mentor for new teachers
	-more devices for upper grades to use without sharing

Summary of Needs

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Demographics

Student Achievemen

Teachers need to find
Teachers need to be p
When looking at data,
Be sure parents fully u

School Culture and Climate

Teacher Quality

20-30% of faculty need to look at what they are doing and where they are do
Lack of facility cleanliness is an ongoing problem. Faculty feels like it has to
#REF!
We have a safe school and need to maintain our standards.
Tardies are an issue with specific families and we need to address those fami
Can we start a dialogue about sending kids to the office and feeling supporte

Though we are doing s
IPMs need to be more
The teacher turnover
Teachers reported inco
Teachers addressed th

Curriculum, Instruction and Assessment

Family & Community

Portfolios/ data binder knowledge
21st Century Knowledge Skills
We need to use more strong and weak examples
Using IPM documents for creating learning targets

More responses in the
Parents should be invo
We must have more c
(More detailed list of c

School Context & Organization

Technology

see above...

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Nancy Petolick
Teacher	Lesli Bernanke
Teacher	Hanna Carter
Teacher	Ashley Bowmer Hodges
Teacher	Rodney Stowers
Teacher	Linda Krauser
Teacher	Joanna Dumesnil
Campus-Based Nonteaching Professional	Amy Liesveld
Campus-Based Para or Operations Staff Rep	Ethan Collins
District-Level Professional	Jennifer Hood
Parent Rep	Natalie Lara
Parent Rep	Amy Hall
Community Rep	Robyn Burton
Community Rep	Bob Mayo
Business Rep	Linda Jansen
Business Rep	Jeff Booker

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

Date	Time	Location
September 18	3:30 PM	Savannah Library
October 2	3:30 PM	Savannah Library
November 8	3:30 PM	Savannah Library
January 16	3:30 PM	Savannah Library
March 5	3:30 PM	Savannah Library