

# Bell Elementary School



**Campus Improvement Plan 2016-17**

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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

## School Vision

## School Values

**WIG 1: Improve Tier 1 and Tier 2 instruction through implementation of assessment literacy strategies, focused planning, and progress monitoring.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>Teachers will engage in regular Professional Learning Communities that focus on a backwards design model, analyzing student data, and determining next steps for instruction.</p> <p>Backwards Design Model:</p> <ul style="list-style-type: none"> <li>● Unpack TEKS to identify “big rocks”</li> <li>● Review report card assessments and create summative assessments</li> <li>● Develop content academic vocabulary lists</li> <li>● Create learning targets based on TEKS</li> <li>● Develop/review common formative assessment (may include pre-assessment)</li> <li>● Create/update progress monitoring sheets</li> <li>● Set team date for administering assessments</li> <li>● Detailed planning</li> <li>● Teach, formative assessment, analyze, teach/intervene, continue cycle</li> </ul>				<p>PLC Agendas</p> <p>Team Notes</p> <p>List of Big Rocks/Unpacked TEKS</p> <p>Walkthroughs (evidence of implementation)</p>	<p>Walk-through data/feedback over time</p> <p>Increased student achievement on formative assessments and work samples</p>	
<p>Staff will create/implement an RtI process to regularly analyze student data, identify at-risk students, provide appropriate intervention, and progress monitor student growth.</p>	<p>Classroom teachers Instructional coaches Admin</p>			<p>Intervention plans</p> <p>Progress Monitoring Tools</p> <p>Walkthroughs (evidence of implementation)</p>	<p>Progress monitoring tools, assessment results, and student work samples will show increased student achievement.</p> <p>Walk-through data</p>	
<p>Teachers will utilize learning targets so that students can state the target, explain the target, and apply the target to different situations.</p>	<p>Classroom teachers Instructional coaches Admin</p>			<p>Staff development agendas/training materials</p> <p>Walk-through data focused on learning targets</p> <p>Teacher assessment literacy continuums (BOY, MOY, EOY)</p> <p>Teacher lesson plans</p>	<p>Increase in strong learning targets posted and reviewed with students</p> <p>Increase in student responses when questioned about the learning target.</p>	

**WIG 2: Build a campus culture that systematically recognizes students and staff, and communicates with all audiences with the purpose of developing productive relationships.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Initiate and implement a Positive Behavior Support system that recognizes students for model student behaviors and/or behavioral progress, and celebrates teachers for recognizing students.	All Staff			Student positive announcement sheets, Bobcat paw prints, behavior big rocks as developed by staff, staff celebration system documents	Increase in positive behavior from students in common areas and in the classroom.	
<p>Communication to Bell families:</p> <ul style="list-style-type: none"> <li>• Reply to email within 24 hours</li> <li>• Teachers will maintain private Facebook pages and keep them current</li> <li>• Grade level newsletter will go home no less than once every 6 weeks (can be electronic and hard copies will be placed in the “magazine” rack at the front entrance of the school.</li> <li>• Teachers will participate with 100% of their classroom parents during parent/teacher conference week.</li> </ul> <p>Increase communication to parents from Bell Elementary School.</p>	All Staff Principal Front Office			Facebook updates Grade level newsletters Parent Conference Sign In Sheets Bi-weekly Bell Bulletin including upcoming dates and campus positive highlights. Facebook posts Email Blasts/Phone Blasts Marquee updates	Decrease in negative parent communication expressing frustration of lack of communication.	
Initiate and implement a system for staff recognition and celebrations, and work collaboratively to begin campus traditions.	All Staff			Bell Brag Book Celebration system plan End of year survey results	85% staff satisfaction as evidenced in survey.	

# Campus Leadership Team (CLT)

## CLT Members

Role	Name
Teacher	Scott Johnston
Teacher	Jennifer Bennett
Teacher	Meagan Ewing
Teacher	Andy Kane
Teacher	Shawn Franke
Teacher	Sarah Roberts
Teacher	Terry Rahn
Campus-Based Nonteaching Professional	
Campus-Based Para or Operations Staff Rep	Melissa Knott
District-Level Professional	
Parent Rep	
Parent Rep	
Community Rep	
Community Rep	
Business Rep	Jeff Booker
Business Rep	

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

Date	Time	Location
October 4, 2016	3:15 - 5:15	Bell Conference Room
November 1, 2016	3:15 - 5:15	Bell Conference Room
January 10, 2017	3:15 - 5:15	Bell Conference Room
February 7, 2017	3:15 - 5:15	Bell Conference Room
April 4, 2017	3:15 - 5:15	Bell Conference Room