Dorothy P. Adkins Elementary School
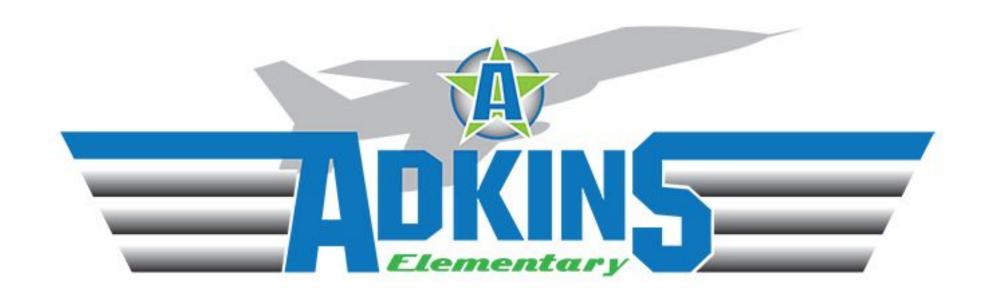
Campus Improvement Plan 2016-17

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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)

Dorothy P. Adkins Elementary School 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

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

School Vision

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

School Values

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

WIG 1: Adkins Elementary School will focus on ensuring at least one year's growth in Math and in Reading for every student. This will be evidenced by:
- **K - 2nd Grades - Early Literacy Inventory - 95% of students ending year "On Level,"with 5% or fewer ending at "Progressing"**
- **K - 2nd Grades - Kathy Richardson Assessment - 95% students ending year "On Level," with 5% or fewer ending at "Progressing"**
- **3rd - 5th Grades - 10% increase in STAAR Index 2 - Student Progress in both Reading and Math**

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Reading Intervention Specialist, 3rd - 5th Grade ½ time	Read Int	SCE: $30,000.00 FTEs: 0.5		Bi-weekly progress review with schedule discussion based on data review	Standards based assessment data; STAAR data	September; January; May
Math Intervention Specialist, 3rd - 5th Grade ½ time	Math Int	SCE: $30,000.00 FTEs: 0.5		Bi-weekly progress review with schedule discussion based on data review	Standards based assessment data; STAAR data	September; January; May
Kindergarten - 2nd grade Literacy Groups; 1st Grade Reading Recovery	Read Rec	SCE: $30,000.00 FTEs: 0.5		Bi-weekly progress review with schedule discussion based on data review	ELI; Standards Based Report Card Assessments	September; February; May
Professional Learning Community Meetings for Classroom Teachers held weekly	Teachers; Admins; Instruct Support Staff			PLC Agendas; Common Assessment Data	Standards based assessment data; STAAR data; ELI; Kathy Richardson; Standards Based Report Card Assessments	September; February; June
"Wonder Wednesdays" during which students spend 45 minutes (as teachers hold their PLC meetings) to research and create projects based on topics of their own choosing. Based on the concept of "Genius Hour."	Admins; two consistent substitute teachers			Classroom observations; notes from Wonder Wednesday teaching staff; presentation of student research and projects	Standards based assessment data; STAAR data; ELI; Kathy Richardson; Standards Based Report Card Assessments	September; February; June
Participation of Kindergarten, 1st, 2nd grade teachers in Adkins Literacy Cadre professional development including book study (title TBD)	K-2 teachers Read Rec			Book study (title TBD); Lucy Calkins materials; attendance at all PD sessions; follow up meetings and classroom observations	Standards based assessment data; STAAR data; ELI; Kathy Richardson; Standards Based Report Card Assessments	August; March; June
Lucy Calkins Writing Project attendance in New York City. Writing improvement is intertwined with Reading progress.	1st grade 4th grade Admins; Read Int Specialists			Implement PLC work to further instructional efficacy of the program	Standards based assessment data; STAAR data; ELI; Kathy Richardson; Standards Based Report Card Assessment	August; March; June
Focused professional development supporting	Math Int			Attendance and active	Standards Based Report	September; February;

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Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
mathematics instruction.	K-5 teacher reps			participation in training; lesson plans; classroom observation post training.	Card Assessments; Kathy Richardson Data; STAAR data	June
Homework Zone: Partnership between Adkins, Harpool, and Shiloh Church to provide after-school tutoring one day a week for students living in mobile home community zoned for our two schools.	Admins; consistent volunteer each week; materials and resources funded through the Lantana Education Foundation.	Lantana Education Foundation; Tutor Doctor		Sign in sheets; teacher feedback; completion of assignments by participating students	Standards based assessment data; STAAR data; ELI; Kathy Richardson; Standards Based Report Card Assessments; STAAR data	September; February; June

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

Performance	All				African American				Hispanic				White				American Indian				Asian			
Reading	from	92	to	95	from	N/A	to	N/A	from	92	to	95	from	91	to	95	from	N/A	to	N/A	from	N/A	to	N/A
Mathematics	from	92	to	95	from	N/A	to	N/A	from	88	to	95	from	92	to	95	from	N/A	to	N/A	from	N/A	to	N/A
Writing	from	79	to	90	from	N/A	to	N/A	from	N/A	to	N/A	from	80	to	90	from	N/A	to	N/A	from	N/A	to	N/A
Science	from	91	to	95	from	N/A	to	N/A	from	N/A	to	N/A	from	98	to	100	from	N/A	to	N/A	from	N/A	to	N/A
Social Studies	from	N/A	to	N/A	from	N/A	to	N/A	from	N/A	to	N/A	from	N/A	to	N/A	from	N/A	to	N/A	from	N/A	to	N/A

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

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	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

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)			
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...

UbD Units of Study; Standards-Based Curriculum Resources and Assessment Materials; Survey results from parents, students, and teachers; schedules; assessment 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...
High achievement in assessment results, both local and state data Students, teachers, and parents report high levels of satisfaction with instructional delivery and readiness for next grade level	Always continue to grow and deepen understanding of and implementation of good practices. Workshop model in every content, every grade level.

Summary of Needs

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.)...

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

Comprehensive Needs Assessment

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
- ● Gender
- ● Mobility/Stability
- ● Special Program Participation
- ● At-Risk by Category
- ● 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...
97 % attendance rate Teacher / Student ratios very healthy Low mobility rate	Racial and ethnic diversity is low among staff and 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.)...

Continued professional development for implementation of instructional strategies in the classroom that close the learning/achievement gap between students who come from financially stable homes and those whose families face financial insecurity. Students need to engage and partner in their own learning process, regardless of financial stability.

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

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 rates of involvement, volunteerism, participation in events. Communication between home and school is very healthy.	Continue to reach out to area partners. Continue to connect with families of all backgrounds. Include working parents in activities.

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.)...

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

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...

Master schedule; teacher survey data; student support schedule; leadership model

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

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

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 Team will maintain active role in decision making, leadership, and implementation.

Comprehensive Needs Assessment

School Culture and Climate

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

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

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

Strengths...	Needs...
High expectations for learning Students are treated fairly, we are trusted. Student led initiatives Family involvement-open door policy School leadership	Continue to reach out to all families. More feedback on students' 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.)...

Keeping parents informed when students are progressing. Have a relationship and open communication with parents to use them as a partner in their child's learning.

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 list with certifications; assessment data from ELI, Kathy Richardson, STAAR; PDAS data from 2015-16; T-TESS Goal setting for 2016-17; Professional Development records, Campus Culture and Climate 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...
Engaged staff; highly committed to the school's mission, the shared community values, and to the needs of students	more diversity on 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.)...

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

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...

ELI K-2nd; Kathy Richardson K-2nd; STAAR assessment data Reading, Math, Writing, Science 3-5; EXPO testing data; TELPAS data

Findings/Analysis

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

Strengths...	Needs...
Reading Math Identifying students' needs Differentiation to meet students' needs	Continue to focus on Writing school wide. Continue to focus on Science school wide.

Summary of Needs

Through the use of best practices, our school as a whole will focus more attention on developing writing and science fluency, making sure to incorporate writing in all subject areas and integrating science concepts into language arts. Identify students not responding to interventions and reassess their needs.

A specific focus will be on students who are already achieving, who need to be pushed and challenged. We will commit to professional study on best practices to maintain student engagement and learning with high achieving students.

Comprehensive Needs Assessment

Technology

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

Potential Data Sources
· Technology Infrastructure, Networks, Etc.
· Technology Hardware and Software
· Classroom Technology Needs by Area, Class, Department, Etc.
· 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...

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

Findings/Analysis

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

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

Summary of Needs

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

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

Continued professional development for implementation of instructional strategies in the classroom that close the learning/achievement gap between students who come from financially stable homes and those whose families face financial insecurity. Students need to engage and partner in their own learning process, regardless of financial stability.

Student Achievement...

Through the use of best practices, our school as a whole will focus more attention on developing writing and science fluency, making sure to incorporate writing in all subject areas and integrating science concepts into language arts. Identify students not responding to interventions and reassess their needs.
A specific focus will be on students who are already achieving, who need to be pushed and challenged. We will commit to professional study on best practices to maintain student engagement and learning with high achieving students.

School Culture and Climate...

Keeping parents informed when students are progressing. Have a relationship and open communication with parents to use them as a partner in their child's learning.

Staff Quality, Recruitment and Retention...

As we grow, we will need to prioritize recruiting staff members who have experience, and who can bring a diverse perspective to our school. We should also continue to grow together and make decisions and suggestions as a team.

Curriculum, Instruction, and Assessment...

Plan to invest grant money from Lantana Foundation for Professional Development, PLC work;
Continue emphasis on training of UbD Units of Study;

Work more closely with district curriculum team, especially in regard to Assessment Strategies

Family and Community Involvement...

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

School Context and Organization...

Campus Leadership Team will maintain active role in decision making, leadership, and implementation.

Technology...

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

Dorothy P. Adkins Elementary School Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Ashley Jones
Teacher	Jenna Wilson
Teacher	Michelle Lueck
Teacher	Lynsie O'Steen
Teacher	April Kubicek
Teacher	Julie Wenger
Campus-Based Nonteaching Professional	Erin Vennell
Campus-Based Para or Operations Staff Rep	Sandy Adams
District-Level Professional	Courtney Martin
Parent Rep	Jennifer Duncan
Parent Rep	Cissy Coleman
Community Rep	
Community Rep	Deputy Kady Wilkinson
Business Rep	Sunny Darden
Business Rep	

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

Date	Time	Location
8/15/16	8:30 p.m.	Adkins Library
10/10/16	3:00 p.m.	Adkins Library
1/30/17	3:00 p.m.	Adkins Library
4/3/17	3:00 p.m.	Adkins Library
5/1/17	3:00 p.m.	Adkins Library