

Cross Oaks 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

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, research-based tier one instructional practices, the staff of Cross Oaks Elementary will reduce the number of students requiring tier 2 and 3 interventions, from 30% of our student population in September 2016 to 25% by May of 2016.

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. Campus math coach will plan weekly both in and out of PLC's with all math teachers and provide them with targeted support in the classroom. Provide ongoing math coaching support to teachers throughout the year to improve in tier one instruction and classroom intervention. Increase opportunities for peer coaching in math among staff members.	Admin, Teachers, Campus Math Coach		1 2 3 4 9 10	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 reading support is provided on a daily basis by classroom teachers, whether through guided reading or through 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.	Admin, Teachers, Campus Reading Recovery Teachers		1 2 3 4 8 9 10	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	
Ensure that high quality academic interventions are provided on a daily basis to students who at risk in reading and/or math by classroom teachers or 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	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: \$20,000 FTEs: 1.0	1 2 3 4 5 8 9 10	Rtl 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, research-based tier one instructional practices, the staff of Cross Oaks Elementary will reduce the number of students requiring tier 2 and 3 interventions, from 30% of our student population in September 2016 to 25% by May of 2016.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
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.	Admin, Teachers, Interv		3 4 8 10	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		2 3 4 5 8 9 10	Walkthroughs 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 (Classworks, Study Island, iStation, Think Through Math) with regularity to reinforce academic content for students. Use at home as well with parent support.	Admin, Teachers, Campus Interv, Instruct. Paras, Parents	Ti: \$7,000	1 2 6 8 9 10	Classworks universal screener data, instructional program usage data, Study Island, iStation, and TTM pretest/posttest and lesson completion data	Increased student academic performance on classroom, district, and state assessments	
Provide parents with opportunities for ongoing involvement in student learning by holding curriculum/instruction information nights in math, reading, and writing.	Admin, Teachers, Campus Interv	Ti: \$500	1 2 6 7 10	Parent sign-in sheets and 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. Allocate title funds to pay for subs for half day "power PLC" meetings once per grading period for grade level team teachers. Modify campus PLC expectations to be product-based rather than	All staff	Ti: \$8,300	1 3 4 5 8 9 10	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	

WIG 1: Through the use of high quality, research-based tier one instructional practices, the staff of Cross Oaks Elementary will reduce the number of students requiring tier 2 and 3 interventions, from 30% of our student population in September 2016 to 25% by May of 2016.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
meeting-based.						
Utilize Fountas and Pinnell Intervention Kits to establish universal reading intervention system in grades 3-5 to provide intervention support for students at risk in reading.	Admin, School Reading Interv, Teachers, Title funded interv. paras	TI: \$5,000	2 3 8 9 10	Purchase order, documented use by campus reading interventionist	Increase in 3-5 students successful on STAAR reading tests, increase in percentage of 3-5 reading on grade level as measured by Fountas and Pinnell running record 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, Title funded K-2 interv. para	SCE: \$30,000 FTEs: 0.5 TI: \$4,500	1 2 3 4 9 10	PD documentation in eduphoria, certificates 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.	Admin, Teachers, Campus Interv	TI: \$7,300	1 3 4 7 8 9 10	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	
Provide teachers of reading with "book boxes" for all students to support implementation of readers workshop campus wide.	Admin, Reading teachers	TI: \$500	3	Walkthroughs and lesson plans to document usage in reading instruction	Increase in student reading level to exceed grade level expectations in both fiction and expository text, increase in reading and writing STAAR performance	
Opportunities for technology professional	Admin,		1	Documentation of	Increased usage of	

WIG 1: Through the use of high quality, research-based tier one instructional practices, the staff of Cross Oaks Elementary will reduce the number of students requiring tier 2 and 3 interventions, from 30% of our student population in September 2016 to 25% by May of 2016.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
development will be incorporated into staff meetings at least once this school year, based on input from staff members.	Teachers, District tech. support		3 4	participation in technology staff development in Eduphoria, walkthroughs	research-based technology best practices to benefit students	

WIG 2: Through the implementation of programs to increase involvement in high quality school academic and nonacademic activities, Cross Oaks students, staff, and families will increase in their engagement in meaningful learning and connection to our school culture, with the goal of at least 90% of respondents on the 2017 Denton ISD culture and climate survey ranking the overall quality of our school as excellent or good.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	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 all staff members.	Admin, Found. Comm, All staff		1 2 4 5 6 7 10	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 6 9 10	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	
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 9 10	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	
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		2 6 7 9 10	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	
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		2 6 7 9 10	Awards documentation, teacher and student participation	Increased student pride and motivation at school in academic activities and classes	
Each grade level will engage in a service learning project to connect what is being learned in the classroom to the real world to improve the lives of those living in our local	Teachers, Admin, Parents		6 10	Documentation of service learning impacts	Increased student engagement and academic achievement	

WIG 2: Through the implementation of programs to increase involvement in high quality school academic and nonacademic activities, Cross Oaks students, staff, and families will increase in their engagement in meaningful learning and connection to our school culture, with the goal of at least 90% of respondents on the 2017 Denton ISD culture and climate survey ranking the overall quality of our school as excellent or good.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
and global communities.						
Positive office referrals will be utilized by teachers and staff to recognize positive student behavior and growth in these areas. "Owlstanding awards" will be used to recognize positive student behavior.	Admin, All staff, Parents		1 2 6 9	Documentation of positive office referral numbers, parent phone calls from administration	Increased student pride, behavior, and engagement in the learning process; decrease in number of office discipline referrals	
Organize school multicultural committee to plan events and systems to recognize and celebrate cultural diversity of Cross Oaks students, families, staff, and community.	Admin, Teachers, Support staff, Parents, Commun. members		1 4 5 6 10	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	
All staff will attend the Gallup Strengthsfinder training in August 2016 to learn about their top five strengths and strengths of their teammates	Admin, All staff	Ti \$2,500	2 5	Documentation of staff attendance, staff awards based on utilizing strengths to achieve campus mission of "Learning for All."	Increased collaboration among staff members	
Increase volunteer opportunities for parents and community members and increase communication with non-English speaking families regarding ways to get involved at school in their child's education. Emphasize Ready Rosie and Bringing Up for use of Cross Oaks PK-3rd grade families to support learning at home.	Parents, Admin, CLT members		1 6	Increased parent involvement and participation in school activities, increase parent membership on school committees, documented Cross Oaks parent use of Ready Rosie and Bringing Up	Increased parent ratings on district culture and climate survey	
Provide training for campus counselor to become a Love and Logic trainer, provide Love and Logic training for all Cross Oaks staff during the 16-17 school year.	Counselor, All staff	Ti \$1,100	1 2 10	Purchase order for Love and Logic training materials and institute training, documentation of staff training	Improvement in student behavior and classroom management	



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
- Instructional Design/Delivery
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Campus 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...
<ul style="list-style-type: none"> - From campus survey: <ul style="list-style-type: none"> - 66.7% staff surveyed are using math workshop and 70% using ELA workshop - Over 50% staff surveyed were positive about the impact of the Title 1 paraprofessional support - Interest for implementing data binders - Staff utilizing tracking sheets for student assessment 	<ul style="list-style-type: none"> - Coaching in workshop model to create consistent language and understanding with all staff - Take time in PLC to grade assessments as a team to build consistency within the grade for report card assessments - Writing assessments as a grade level - Support for implementing data binders - Vertical teams for content areas

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.)...

<ul style="list-style-type: none"> - Study Island and Raz-Kids beneficial during intervention and may need to be purchased for specific grades and interventionists - Continue Power PLC's for all grade levels - Implement vertical teams (92.3% of staff surveyed were interested in vertical teams) - Provide staff with workshop model training to create consistency in implementation - Need grade levels to analyze report card assessments and grade as a team - Continue support from Title 1 paraprofessionals for math and reading



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...

Dashboard, Eschool +, Library inventory of computer devices

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...
<ul style="list-style-type: none">● Overall daily Attendance● Ratio of SPED students to Total Students enrolled with in state● Ethnicity of SPED students is proportional to the ethnic make of general enrollment.	<ul style="list-style-type: none">● Greater ratio of computers to 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.)...

The committee found that that there is is a direct correlation to students who are considered at risk and those who are receiving free and reduced lunch. The committee recommends Title I and or State Compensatory funds be used to purchase technology for the classrooms for individual student use, For example Understanding Numeration is a State approved, Response to Intervention for math.

Students from a low income homes are more likely to have a smartphone, as discovered through the data and launch of "Ready Rosie." So one could conclude low income household do not have internet or computers for student use.



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...

Meeting among members of Family and Community Involvement committee. Survey distributed to parents and 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...
<ul style="list-style-type: none"> ● Strong PTA Presence ● Lots of help for needy families ● Great counselor outreach ● Fundraisers 	<ul style="list-style-type: none"> ● More communication for volunteering ● More father/male involvement ● More outside fun 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.)...

As a campus we need to find a way of finding and getting volunteer communication out more effectively. We need to help teachers find a better way to get volunteer interests to PTA. We need to do a better job communicating with our families who are not English speaking.



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 including Wise Time, Mentor program, Group intervention, CLT, Team leads, intervention teams

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...
<p>Care Meetings and Rtl systems DNQ rate for special education assessment (non-parent request) was below 10% this year Technology integration systems has increased collaboration and documentation of intervention through Google drive Organized systems for collaboration through PLC work Use of campus title funds to provide teachers with extended time for power PLC collaboration, 4 hours each grading period to plan together for upcoming instruction and assessment Floating paraprofessionals for intervention with grades K through 5.</p>	<p>Acceleration options for students working above grade level. More support for PK-2 with reading intervention Math Interventionist 50/50 coaching and intervention Peer coaching; teachers need the opportunity to observe one another in the classroom. Vertical teams in major content areas to develop common instructional interventions and to create campus-level common assessments to measure student learning progress</p>

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.)...

<p>Floating paraprofessional/interventionist to work with primary grades (Title 1 Funds). Consider dividing duties of 2 title-funded intervention paras by having one focus on 3-5 math and reading intervention to supplement support provided by campus interventionists, with the other para focusing primarily on K-2 literacy and math intervention Increased Math coaching for classroom teachers. Continue to provide subs through title money for teachers to have additional planning time through power PLC. Peer coaching opportunities on campus. Vertical teams are recommended to be organized in math, reading, writing, and science, with time provided for ongoing collaboration.</p>
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School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below...

Campus Culture and Climate Survey, Staff 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...
School Safety Family Involvement nights Clean/Well Maintained school Overall respectful students High expectations for student learning	Discipline system Foundations Policies Increase staff bonding time/Activities Create more relationships between different grade level 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.)...

- Staff should be involved in creating foundation policies that the whole school can follow (hallway, cafeteria, assemblies, Etc.)
- A more universal discipline system for the school. What should students be sent to the office for and what will the consequences be for actions.
- Increase staff bonding/get to know each other time: (Team building activities at staff meetings, after school social events)
- Create a class buddy system of different grade levels



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/Staff Retention 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...
<ul style="list-style-type: none"> -Our staff is diverse in experience (23% less than 5 years of experience, 33% 6-10 years, 17% 11-15 years, 27% 16+ years). -87% of staff surveyed expressed that they felt satisfied in their work at Cross Oaks. -76% of respondents have >10 years of experience - Vast in-house pool of talent to leverage - Staff clarity on what creates their own job satisfaction - Administrators in place for two years and not leaving - Strong emphasis on staff development - Significantly reduced amount of turnover this year - More stable campus with fundamentals in place 	<ul style="list-style-type: none"> -more variety and choice in staff development opportunities - Facilitate opportunities for growth and mobility within COE - Generate trust by increasing open, honest communication. - Take CHAMPs implementation to next level, more uniform discipline system - Streamline workload - reduce meetings where possible

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.)...

To be an outstanding school, Cross Oaks needs to place employee job satisfaction as a top priority. Doing so will have major impact, resulting in higher levels of student achievement and buoyant community spirit. We recommend more variety and choice in staff development opportunities, reducing meetings where possible, and establishing more uniform discipline policies and common area expectations for students and staff supervision.



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
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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...
<ul style="list-style-type: none"> ● 57.9% of survey respondents reported that they use daily guided reading most or all of the time ● 57.9% of survey respondents reported that daily guided reading increased student achievement. ● 47.1% of survey respondents reported that they use math workshop most or all of the time. ● 44.5% of survey respondents reported that the use of math workshop increased student achievement. 	<ul style="list-style-type: none"> ● 42.1% of survey respondents reported that they use daily guided reading little to none. ● 42.1% of survey respondents reported that daily guided reading produced little to no increase in student achievement. ● 52.9% of survey respondents reported that they use math workshop little to none. ● 55.5% of survey respondents reported that math workshop produced little to no increase in student achievement. ● Campus-wide first through fifth grade reading level data was analyzed. At the beginning of the year, 21% of students were at risk (2 or more grade levels below), and 13% of students were below level (at least one grade level below). At the end of the year, 21% of students were still at risk and 11% were below 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.)...

Based on the findings from the student achievement campus survey, it is clear that those who use guided reading and math workshop regularly in their classrooms have found that these systems produce an increase in student achievement. Conversely, those who do not regularly use these systems did not feel that they led to an increase in student achievement. Through the analysis of first through fifth grade reading level data, it was found that there was little to no campus-wide improvement in the at-risk and below-level categories between BOY and EOY assessments. These findings would suggest that there is a 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.



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...

Staff Created Technology Survey - 42 members participated District Created BrightBytes Survey
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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...
<p>Our campus has a wide variety of technology available for staff and students to use. Currently, we have the following hardware and software available:</p> <p><u>In each classroom:</u> Desktop computer 100% use this daily</p> <p>Document Camera: 38% use daily, 18% use weekly, 23% use monthly, 23% Never use this</p> <p>Interactive Whiteboard: 38% use daily, 8% use weekly, 10% use monthly, 45% Never use this</p> <p>3 student computer units</p> <p><u>Available from the library:</u> Chromebooks (15) Ipods (2) digital cameras (6), tape/cd players, Ipad minis (2) The tape players/cd players are 15 as well.</p> <p><u>Other:</u> Two computer labs: 2% use daily, 61% use weekly, 10% use monthly, 25% never use this computer/interactive whiteboard in Science Lab</p> <p><u>Software:</u> Microsoft Office comes installed, many more available for download in our software center.</p> <p><u>Subscriptions:</u> starfall.com, pebblego, tumblebooks, encyclopedia britannica for kids, discovery ed</p> <hr/> <p>When surveyed, 88% of staff members say that technology has changed the way they teach and 83% say it has improved their ability to teach. In general, our staff is very open to a variety of technology.</p>	<p>70% of our staff say that they can learn new applications and technology quickly. However, 54% of staff say they need more time to learn and test out the new applications and technology. This need can be met by hosting a staff development focusing on the technology we already have so teachers can have time to learn how to use it more proficiently.</p>

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 training. 64% of our staff say that they need more training in order to use our technology to the fullest potential. Our recommendation is that we use one staff meeting in the Fall and one in the Spring to have our staff host breakout sessions focusing on a variety of technology skills. We will use Google Forms to create a survey to determine what areas the breakout sessions should focus on.



Summary of Priority Needs

Demographics...

Emphasize research-based technology for at-risk students to enhance academic achievement, emphasize Ready Rosie and Bringing Up with Cross Oaks families

Student Achievement...

Training for math workshop and small group reading instruction, and clear expectations for their use with all teachers to improve tier 1 instructional practice

School Culture and Climate...

Create uniform foundations policies for campus, with emphasis on common area expectations for students behavior and staff supervision, establish a more uniform discipline system, opportunities for staff bonding, and a buddy class system for upper and lower grade levels

Staff Quality, Recruitment and Retention...

More choice for staff development opportunities for teachers and staff, reduce number of meetings where possible, and more uniform system of discipline policies

Curriculum, Instruction, and Assessment...

Opportunities for teachers to take and analyze report card assessments in PLC's, continue to emphasize math workshop practice among all tier 1 teachers, continue to have 2 interventionist paras funded with title one funds, continue use of Study Island and consider Raz-Kids, continue to use title one funds to fund subs for power and vertical PLC meetings

Family and Community Involvement...

Create more volunteer opportunities for Cross Oaks families and increase communication about existing opportunities for volunteering, increase communication and volunteer opportunities with non-English speaking families

School Context and Organization...

Continue to use title money to fund intervention paras, and differentiate paras among 3-5 and K-2 reading and math intervention, emphasize math coaching with all grade levels, allocate title one funds to pay for subs for power PLC and vertical team planning, increase opportunities for peer coaching among staff members

Technology...

Technology training for staff, created with input from staff members

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Rita Stabile
Teacher	Kayce McDade
Teacher	Lindsey Goin
Teacher	Susan Ketterer
Teacher	Mark Jobe
Teacher	Yolanda McKinney
Teacher	Abby Ramos
Teacher	Kate King
Campus-Based Nonteaching Professional	Angela Knight
Campus-Based Para or Operations Staff Rep	Daisy Bevrotte
District-Level Professional	Susannah Obara
Parent Rep	Shauna Bohren
Parent Rep	Alexis McDowell
Community Rep	Jeff Kossack
Community Rep	Dallen Morgan
Business Rep	Jeff Bowerman
Educational Improvement Council Rep	Cassie Nguyen

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

Date	Time	Location
September 26, 2016	3:15	Cross Oaks Library
November 14, 2016	3:15	Cross Oaks Library
February 13, 2017	3:15	Cross Oaks Library
March 6, 2017	3:15	Cross Oaks Library
April 24, 2017	3:15	Cross Oaks Library

May 22, 2017

3:15

Cross Oaks Library