

# Aledo Independent School District

## Coder Elementary

### 2019-2020 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# **Mission Statement**

The mission of Coder Elementary School is to provide each individual a safe and nurturing environment, for social and academic growth, in preparation for the challenges ahead.

## **Vision**

Growing Greatness through exceptional experiences that empower learners for life.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Coder Elementary School is located at 12 Vernon Road in Aledo, Texas. It is one of five elementary schools that serve students in Kindergarten through 5<sup>th</sup> grade. Coder is also home to Aledo ISD's only Pre-Kindergarten program that provides early intervention to 4 year old students prior to entering Kindergarten. Coder is also home to an Early Childhood program that serves children ages 3-5 who have been identified with special needs. These children are integrated with Aledo ISD employees' children that are receiving a preschool curriculum.

The school has a population of 471 students. In addition, we serve 13 childcare students, 23 Preschool Articulation and Language Service (PALS) students, and 3 walk-in speech students on our campus. The ethnic representation is 1.1% African American, 23.4% Hispanic, 72% White, 0.4% Native American, 0.2% Asian, 0.0% Pacific Islander, and 3.0% two or more races. 32.7% of the students at Coder are economically disadvantaged, 67.3% are non-economically disadvantaged, 8.3% are English Language Learners (ELL), 11.5% participate in Special Education, and 9.7% of the population falls into the at-risk category. The students of Coder Elementary have an attendance rate of 96.9% each day, and the staff is composed of teachers averaging 10 years of experience.

Coder Elementary can be described as a well-established and friendly learning community that promotes many school/family/community partnerships has high instructional expectations and has a wide variety of opportunities for students to expand their learning experiences. Coder is growing in diversity and varied economic backgrounds. At this school, we believe that all students can learn. With that thought in mind, Coder focuses on character education and leadership skills through activities involving all students. Also, specific attention is given to student achievement through balanced literacy, interactive technology, Thinking Maps, Write From The Beginning, formal and informal assessments, and small group differentiated instruction.

### Demographics Strengths

#### Strengths:

- Community involvement and support
- Parental involvement

#### Needs:

- Continue to plan for staffing needs
- Use data to decrease our at-risk population
- Respond to individualized needs for at-risk students

# Student Achievement

## Student Achievement Summary

At Coder Elementary School, our students consistently make progress and achieve high academic standards. Teachers use formal and informal assessments to monitor student progress in a learner-centered, and teacher-facilitated classroom. Intervention techniques like small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers manipulate the content of lessons, the process of learning, and student products to differentiate instructional strategies used to meet the needs of diverse learners in our school. In addition, the use of instructional technology has created an interactive learning environment focused on learning in the 21<sup>st</sup> Century.

Identified areas of improvement include aligning instructional goals with the state testing standards, using Common Assessments and MAPS, raising the level of critical thinking through the use of Thinking Maps, Write from the Beginning and Beyond, and writing across content area, and further implementing high yield instructional strategies, known as the Fundamental 5, Staff development and vertical alignment will be utilized to meet these goals. Coder Elementary will also place a strong emphasis on incorporating Frequent Small-Group Purposeful Talk (FSGPT) into core instruction time to ensure growth for all students, regardless of their current academic level.

## Student Achievement Strengths

### Strengths

- The school meets or exceeds the state results on STAAR assessments.
- Available assessment data, DRA, and Lexia is consistently used to determine school-wide curriculum and teaching strategies in order to differentiate instruction for students.
- Support programs are in place that are designed to help supplement and/or extend learning including Special Ed, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, Reflex Math, Imagine Math, Write from the Beginning and Beyond, and Lexia.
- Instructional resources such as the literacy library, media center, Chromebook and iPads, and instruction through small group instruction (Daily Five, math stations, etc.) are used to enhance achievement.
- Technology and software sources are utilized including Promethean Panels, Student Chromebooks and iPads, Imagine Math, Google Docs, Google Classroom, STEM Scopes, and ClassFlow.
- Staff support all learners through mentoring, tutoring, and Just In Time Trainings.
- Professional Learning Communities and collaborative team meetings allow for specific planning or training to support all students.

### Needs

- Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:

\* Staff development with a focus on serving ELL students - \$5,000. Supplemental materials - \$2,000 and Tutors for ELL students - \$5,000

- Title I funding will be utilized to provide services to ELL students in the following areas:

\* Teaching materials - \$5,000, Staff development - \$5,000 and Tutors - \$5,000

- In addition, Title I funding will be utilized to supplement Summer School offerings for grades 5, Pre-K, Kindergarten, ESL, and Dyslexia students as follows:

\* Summer School personnel - \$20,000

- Title I Campus Instructional Specialist - \$70,000

# School Culture and Climate

## School Culture and Climate Summary

The mission of Coder Elementary School is to provide each individual with a safe and nurturing environment that promotes social and academic growth and prepares children for our changing society. The staff believes that the added involvement of family and community at Coder has played a vital role in attaining the mission that we strive to achieve each year.

In an effort to ensure a speedy and efficient response in emergency situations, Coder will further emergency preparedness by following the recommended drill schedule, reviewing and reflecting on the successes and needs of each drill, and executing table top safety exercises. This will allow staff the opportunity to problem solve through a variety of safety scenarios in order to equip them to handle emergency situations should they arise. Finally, opportunities for strategic recognition of student successes in both the school and classroom will be developed to create a positive and encouraging school climate.

## School Culture and Climate Strengths

### Strengths

- District and school wide safety procedures are in place and are regularly practiced by staff and students.
- Execute campus and district initiated table top safety exercises allowing staff to problem solve through safety scenarios in order to equip staff to handle a variety of safety issues.
- Encourage student leadership and safety through Student Council members and activities.
- Have Watch DOG volunteers play a greater role in promoting school wide expectations and building a warm and nurturing school environment.
- Campus provides student support activities such as Dot Day, Blue Out Day, Comfort Dog, Peace Class, #kindness on announcements, Family Game Night, Hello Week, Cystic Fibrosis Walk, etc.
- Implement strategic campus recognition of student successes by hosting power rallies and awarding students with spirit tags.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Coder Elementary has an experienced and highly qualified staff of 40 teachers and 8 professional support staff members, an Instructional Specialist was added for the 2019-2020 school year. This staff has a large percentage of staff members having additional endorsement certificates such as ESL, Gifted and Talented, Early Childhood, and Special Education. Coder staff members participate in professional development activities that integrate cross-curricular instruction. The teachers are specifically trained in differentiating instruction, balanced literacy, and Thinking Maps. All new teachers are provided staff development that includes: T-TESS Training, TBSI Training, New Teacher Orientation, ESL Certification, Gifted and Talented Training, Fundamental 5 Training, Guided Reading, Shared Reading, and Interactive Read Alouds.

In order to give teachers a voice and the opportunity to impact the instructional decisions for the campus, Coder will have teachers participate on committees that oversee all aspects of the school including safety, parent/community involvement, professional development, teacher morale, school events, and site-based decision making. Collaborative teams are meeting once a week to give teachers time to collaborate on lesson planning, and to study student data and expectations.

## Staff Quality, Recruitment, and Retention Strengths

### Strengths

- Professional staff is 100% highly qualified.
- Staff attends research-based staff development in instructional practices, balanced literacy, Fundamental 5, and Thinking Maps.
- Teachers target instruction to meet campus and district goals.
- Ventures, a structured Interview process, is used at each interview.

### Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$7,067 allocated for Coder.
- As a Title 1 campus funding has been allocated to provide additional professional learning opportunities using Title II funding. There is \$7,067 allocated for Coder staff.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2018-2019 school year, the following areas were identified as our district focus areas for the 2019-2020 school year:

- Ensuring academic progress/growth for all students
- Increasing proficiency in critical writing across all content areas

In an effort to increase academic progress for all students and to increase proficiency in critical writing, AISD developed an instructional focus that targets three areas including:

- What We Teach – Standards driven curriculum and teaching to the depth of the standards
- How We Teach – Focus on 8 cognitive skills (Thinking Maps), Fundamental Five, Rigor and Relevance
- Authentic Literacy – Balanced Literacy (K-2), Write From the Beginning and Beyond

A district-wide, narrow focus on the best practices outlined in the AISD instructional focus will increase the quality of instruction in Aledo ISD through building teacher capacity with district instructional expectations. Professional learning for staff is based on district and campus needs and is aligned to our district instructional focus areas.

## Curriculum, Instruction, and Assessment Strengths

### Strengths:

- For the 2018-2019 school year, Coder Elementary earned an overall score of 93% and an “A” rating on STAAR accountability.
- Overall student achievement on STAAR was 91% (STAAR Performance, College, Career, and Military Readiness, Graduation Rate).
- School Progress 92% (Academic Growth).
- Six distinction designations were earned.
- Content Instructional Specialists and Technology Specialists partner with teachers to improve the quality of instruction through assisting with instructional design, co-teaching and/or modeling lessons, and providing resources and trainings that are responsive to teacher needs. Coder Elementary has an assigned Instructional Specialist to provide direct support to teachers.
- Core Content Vertical Meetings occur each nine weeks to ensure instructional alignment and standards driven instruction across grade levels at the district level.  
Instructional Rounds Process is utilized as a system-wide strategy to support teaching and learning in all classrooms and provides Coder Elementary

with overall areas of reinforcement and refinement.

- Provided the opportunity for 15 staff members to attend the Professional Learning Community (PLC) Institute and has plans to continue to send more staff members in order to build a shared understanding of the PLC process and to equip teachers with tools to implement PLC actions at the campus level.
- The Coder Elementary staff contributed to the curriculum writing teams that developed district common assessments aligned to the rigor of the state standards in order to ensure student mastery of the essential learning standards.
- Two additional SPED personnel were added in order to move to a co-teach model.
- District added art at the elementary campus level.

#### **Needs:**

- Continue to monitor academic progress for each student to ensure that all students are growing academically.
- Continue to increase proficiency in writing across all grade levels and all content areas.
- Continue to strengthen instructional design and standards driven instruction.
- Continue to revise curriculum documents and continue to build capacity of district curriculum writing teams.
- Continue to strengthen the backwards design process to ensure that classroom instruction is aligned to the rigor of district assessments.
- Continue to build leadership capacity in the Professional Learning Community (PLC) process.
- Continue to add SPED teachers to support a highly effective co-teach model.
- Continue to add EL teachers as our EL population continues to grow.
- Continue to increase rigor, learner engagement and relevance in all classrooms.
- Continue to increase meaningful technology integration.
- Continue to differentiate instruction for all learners.
- Provide extension opportunities for students who demonstrate proficiency of standards.

#### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** After an analysis of data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all contents areas **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

# Parent and Community Engagement

## Parent and Community Engagement Summary

This collaborative mission statement embodies the values, beliefs, and culture shared by the parents, community, staff, and students of Coder Elementary. Coder faculty and students encourage family and community participation in meaningful activities that support school climate and student learning. Some of these events include family nights, daily opportunities to volunteer in the school, Parent-Teacher Organization (PTO), Watchdogs, and special school events. There are also many community businesses, partners, and social service agencies that work with the school to provide multiple resources such as teacher mentors, AdvoCats, Connections Mentors, and financial assistance that support Coder's staff and families. Parent and community involvement is solicited through their participation on the Coder Campus Committee, PTO, District Wide Effectiveness Improvement Committee (DWEIC), and Student Health Advisory Committee (SHAC), along with the completion of parent surveys.

While Coder Elementary has a strong PTO and active parental involvement, an effort will be made to further include volunteers in academic activities that take place on the campus. In turn, the campus would like to build student leadership and support for community efforts through student council projects.

## Parent and Community Engagement Strengths

### Strengths:

- The PTO has built strong support for Coder through the offering of volunteers, time, money, and resources.
- Multiple communication platforms are used to communicate with parents such as newsletters, notes, marquee, Parentlink phone calls, Facebook, and school/teacher website, Remind, Class Dojo, Twitter, Bloomz, ClassTag, Google Classroom, and Parent Portal.
- Positive and supportive relationships have been established with school mentors and social service agencies like the Center of Hope, AdvoCats, Snack Pack Buddies, Phoebe the Comfort Dog, and Connections Mentors.
- Student council is involved in service projects as a means of giving back to our community as well as social activities for the families.

### Needs:

- We need to determine classroom communication, deciding on a K-2 and a 3-5 consistent communication too.

# School Context and Organization

## School Context and Organization Summary

Aledo ISD, PTO, and community partners have gone to great measures to ensure that Coder Elementary is financially stable and has the funding necessary to support school endeavors. Their support along with the use of Title I funding has given Coder the means of purchasing instructional materials and supplies in order to provide a sound educational environment, meet the needs of the ever-changing student population, and provide enrichment opportunities. In addition to financial support, Coder Elementary has been given a safe, secure, and up to date facility. Throughout each school year, the facility is maintained and modified based on collaboration between campus administration, district maintenance, and custodial staff. Maintenance requests are expedited through the Eduphoria system, a processing system that allows staff to input maintenance requests. In alignment with campus instructional goals, Coder Staff wants to ensure good stewardship of monies by ensuring that all purchases are related to school goals. This will be accomplished through the use of teacher collaboration to identify sound instructional resources that could be purchased to support academic attainment. Teachers will also submit grant applications to the Aledo Education Foundation as an additional means of soliciting financial support for academic endeavors. In addition, focus will be given to the goal of maintaining and prolonging the integrity of the facility. This feat will be accomplished by periodically checking the building for physical and technological needs and by further utilizing Eduphoria to meet maintenance and technology requests as needed.

## School Context and Organization Strengths

### Strengths:

- PTO and community partners provide continuous financial support for the campus through fundraisers and donations.
- Teacher requests for supplies and teaching resources are made on an as needed basis to ensure that all purchases are timely and connected to learning goals.
- Coder has a safe and secure facility.
- Student Council promotes student leadership and creates opportunities for connections with a variety of community organizations.

### Needs:

- To consistently clean and disinfect our campus environment to ensure good health for all.

# Technology

## Technology Summary

The role of educating Aledo's youth is a task that Coder Elementary takes very seriously. In an effort to ensure excellence, Coder annually evaluates the effectiveness of campus programs and processes. This feat is accomplished through the review of data in the areas of student achievement, teacher walkthroughs, and parent/teacher surveys. This data is studied, discussed by the campus, and used as a planning tool to formulate the yearly campus action plan. Another vestal for achieving overall campus improvement is the institution of automated internal systems such as Eduphoria, AESOP, Parent Portal, and the Employee Access Systems. The increase in usage of instructional technology including StemScopes, Envision, Reflex Math, Lexia, Imagine Math, and assorted "web apps" such as Twitter, Facebook, Parent Link, and Remind directly impacts instruction and student learning at Coder. Staff members have continued to utilize these tools and have branched out to share information with parents through the incorporation of these systems and programs. Through the district teachers received five ipads per classroom in grades prekindergarten through second grade and five chromebooks per classroom in grades three through fifth.

The usage of campus evaluation data is an essential goal for Coder Elementary. Staff members not only want to use the data to formulate a school action plan, but they also want to ensure that growth is made in all areas highlighted during the data review process. Goals will be set and continually reviewed throughout the year in an effort to keep Coder focused on achieving excellence in all aspects of the school. In addition, Coder staff will work to become further accustomed to entering, accessing, and sharing data using the automated internal systems as a means of school improvement. Staff members will continue to seek out ways to further incorporate technology into daily lessons. Through the PTO, Education Foundation Grants, Go Fund Me, and Parental Support classrooms have more than five ipads or five chromebooks in each classroom.

## Technology Strengths

### Strengths:

- The evaluation process has revealed that Coder is improving in academic achievement for all students and overall parent satisfaction ratings.
- Staff members are using automated internal systems to support academic achievement.
- Chromebooks and iPad carts available for check-out and multiple Chromebooks (3<sup>rd</sup>-5<sup>th</sup> grades) and iPads (K-2<sup>nd</sup> grades) housed in carts within each classroom.

### Needs:

- There is a lack of technology training and insufficient practice and implementation opportunity.

# Priority Problem Statements

**Problem Statement 1:** After an analysis of data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all contents areas

**Root Cause 1:** Alignment and consistent focus over time on research based instructional practices is needed.

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data



### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent engagement rate

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

## Goal 1: How We Teach: Delivery of Instruction

**Performance Objective 1:** Coder Elementary will implement district identified best instructional practices that include: consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing.

**Evaluation Data Source(s) 1:** Data from Daily Impact Walks

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers will utilize Thinking Maps with the frame of reference and Thinking Maps taken to critical writing for processing key information and for increasing rigor and relevance.	Campus Administration District Administration supervising: Special Education, CTE, ESL Instructional Rounds Team	Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity and Thinking Maps taken to critical writing. Data from daily impact walks will show consistent patterns of evidence, 85% of the time, by June 2020.				


**Goal 1: How We Teach: Delivery of Instruction**

**Performance Objective 2:** Coder Elementary will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time, by June 2020.

**Evaluation Data Source(s) 2:** Daily Impact Walks

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers will implement Framing the Lesson in daily instruction.	Campus Administration District Administration supervising: Special Education, CTE, ESL, Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2020.				
2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in daily instruction.	Campus Administration District Administration supervising: Special Education, CTE, ESL, Instructional Rounds Team	100% of teachers will utilize FSGPT daily with fidelity, by June 2020.				
3) Teachers will implement Critical Writing in daily instruction.	Campus Administration District Administration supervising: Special Education, CTE, ESL, Instructional Rounds Team	100% of teachers will utilize Critical Writing daily with fidelity, by June 2020.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
						

## Goal 2: Professional Learning Community Actions

**Performance Objective 1:** By June 2020, Coder Elementary will move from the "initiating" level to the "developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

**Evaluation Data Source(s) 1:** Ratings on the Professional Learning Community at Work Continuum

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Collaborative Teams will: Indicator #1: * identify essential learning standards for each unit and clarify criteria for student mastery	Collaborative Teams Instructional Specialist Campus Administration District Administration	83% of Coder's Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2020.				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 2:** By June 2020, Coder Elementary will move from the "initiating" level to the the "developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

**Evaluation Data Source(s) 2:** Ratings on the Professional Learning Community at Work Continuum

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Collaborative Teams: Indicator #1: *meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning.	Collaborative Teams Instructional Specialist Campus Administration District Administration	83% of Coder's Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2020.				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 3:** By June 2020, Coder Elementary will move from the "pre-initiating" level to the "developing" level on the PLC at Work Continuum: Focusing on Results

**Evaluation Data Source(s) 3:** Ratings on the Professional Learning Community at Work Continuum

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Collaborative Teams: Indicator#1: * have established a SMART goal and assess progress toward reaching the goal.	Collaborative Teams Instructional Specialist Campus Administration District Administration	83% of Coder's Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2020.				



# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Amy Sadler	Principal
Administrator	Jennifer Hoover	Assistant Principal
Classroom Teacher	Laura West	Kindergarten
Classroom Teacher	Jennifer Babcock	First Grade
Classroom Teacher	Brooke Hogue	Second Grade
Classroom Teacher	Stacey Israel	Third Grade
Classroom Teacher	Laura Andringa	Fourth Grade
Classroom Teacher	Olivia Young	Fifth Grade
Non-classroom Professional	Cynthia Turner	Dyslexia Specialist
Non-classroom Professional	Jennifer Kirkpatrick	Counselor
Community Representative	Beh Harris	Community Member
Business Representative	Brett Webster	Business Owner
Business Representative	Michelle Parker	Business Owner
Community Representative	Carmen McNair	Community Member
Parent	Christina Stuntz	Parent
Parent	Katie Schuster	Parent