2016-2017
Campus Improvement Plan
for
Ginnings Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

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

Ginnings Elementary School's Mission Statement

Vision: A campus of educational greatness.

Mission: To inspire and educate each child to reach their maximum potential.

Board Goals

Denton Independent School District's Board Goals

I. **Vision … In pursuit of excellence, the district will:**

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. **Teaching & Learning… In pursuit of excellence, the district will:**

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. **Climate… In pursuit of excellence, the district will:**

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. **Parent and Community Involvement…In pursuit of excellence, the district will:**

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. **Human Resources…In pursuit of excellence, the district will:**

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. **Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:**

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Progress Report Date:

WIG 1

Improve Tier I instruction in order that at least 85% of students show grade level proficiency by achieving Satisfactory Performance on STAAR (3rd-5th) or are on-level on end-of-year district assessments (K-2nd) with an achievement gap of no more than 10% for ELLs.

Lead (Action Steps)	Persons Responsible/Resources	TI	SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Maximize Tier I instruction by creating a master schedule allowing additional support during class time and during grade-level intervention time (WIN) **X Addresses missed system safeguard**	Principal, AP, interventionists, coaches	X	2 10	Master Schedule	Intervention in the classroom during small group instruction and WIN time.	
Six Weeks Power PLCs for long range planning. Focusing on the 4 questions for each content area: What do we want students to know and be able to do? Identify priority standards and build a shared knowledge of each, including essential outcomes How will we know when they have learned it? Develop common formative assessments including how "proficient" will be determined. What will we do when they haven't learned it? Develop interventions including progress monitoring strategies What will we do when they already know it? Determine advanced instruction/extensions. **X Addresses missed system safeguard**	Classroom teachers, Admin. Coaches, interventionists.	X	8 9	PLC agendas and team notes	Learning targets and instruction aligned with TEKS and scope and sequence. Data driven small group instruction Use of common assessments.	
Bi-Weekly PLCs to discuss student achievement/performance, data, teaching strategies, and student groupings. **X Addresses missed system safeguard**	Classroom teachers, coaches, interventionists.	X	8 9	PLC agendas and team notes	Student groupings based on performance and needs. Student achievement progress.	
Targeted classroom student interventions monitored through Student of Concern meetings (each six weeks) and Response to Intervention (RtI, ongoing). **X Addresses missed system safeguard**	Classroom teachers, Interventionists, Reading Recovery, DLL, tutors.	X	9	Student interventions, individual goals, and Progress monitoring notes	Decreased number of students in the at-risk or T2 or T3 level after MOY and EOY assessments.	
Use campus interventionists to support data based student needs in small group instruction during grade level intervention time and during classroom instruction. SCE $120,000 FTE 2	interventionists, teachers	X	3 4	Master Schedule	Decreased number of students in the at-risk or T2 or T3 level after MOY and EOY assessments.	

Addresses missed system safeguard TI $10,000 FTE 0.5					
Employ full time Literacy and Math coaches to support teachers and Tier I instruction through planning, modeling lessons in the classroom, and coaching. **Addresses missed system safeguard** TI $96,000 FTE 2	Coaches and teachers	X 4	Coaches' schedules	Improved Tier 1 instruction that is aligned to TEKS and scope and sequence. Improved student performance.	
Develop rigorous common assessments that are cumulitive in nature to be administered periodically, data analyzed, and student instruction and intervention adjusted accordingly **X Addresses missed system safeguard**	Principals, coaches, interventionists, classroom teachers		Common assessments	Analysis of benchmark data to plan for student needs. Increases student achievement	
Ongoing professional development in the areas of vocabulary building and feedback. **X Addresses missed system safeguard**	Administration, C&I, coaches, interventionists, teachers.	X 8 X 9	Staff development agendas	Increased use of instructional feedback in classrooms. Increased student performance.	
Monthly vertical team meetings for each content area to focus on vertical alignment of TEKS and incorporation of campus strategies. **Addresses missed system safeguard**	Administration, C&I, coaches, interventionists, teachers.	X 5 X 10	Vertical meeting agendas	Increased use of targeted strategies across content areas and aligned with curriculum.	
Monthly meetings with Bilingual/ESL support teacher as well a dual language teachers to analyze data, support understanding of program changes, and to determine and support areas of need. **X Addresses missed system safeguard**	Administration, Bil/ESL support teacher, dual language teachers.		Meeting agendas	Increased campus fidelity to program expectations. Increased language and instructional decisions based on individual student needs.	
Actively recruit qualified and certified bilingual and general education teachers through multiple sources including job fairs and a variety of university partnerships. **Addresses missed system safeguard**	Administration		Participation at job fairs and recruiting events.	Increased number of bilingual candidates Increased number of applicants specifically interested in our campus	
Incorporate a series of "Just In Time" (JIT) trainings on campus specific needs to be determines on an ongoing basis. A variety of topics may include: • District BOY, MOY, EOY assessments • standards based grading • parent conferences • vocabulary enrichment • family nights	Administration, coaches, interventionists, teachers.		JIT schedule.	Increased fidelity among campus and district assessments/ Increased alignment in campus procedures/expectations.	

Addresses missed system safeguard					

WIG 2

Improve the school culture and climate in a way that decreases the number of office referrals by 30%

Lead (Action Steps)	Persons Responsible/Resources	TI SW		Evidence of Implementation	Evidence of Impact	Progress Monitoring
Love & Logic training to all staff members, beginning in August, and continued throughout the year. **Addresses missed system safeguard**	Administrators, Counselor	X	1	sign-in sheet, agenda	Less student behavior that lead to office referrals.	
Six-Week Jag Jamboree Assemblies to practice assembly behavior , recognize students, and celebrate positive student behaviors such as: attendance, school-wide expectations, behavior and participation in special areas classes, **Addresses missed system safeguard**	Admin., Counselor, Jag Jamboree commitee			Assembly on the first Friday after the end of a six weeks period	Increased attendance and decreased behavior referrals initiating in the cafeteria or specials	
Positive communication home for every student a minimum of two times per semester **Addresses missed system safeguard** TI $ FTE	Teachers	X	6	Documentation in AWARE	Better student and family relationships with leading to decreased discipline referrals at school	
Ensure a minimum of two family nights per semester where students can highlight learning with parents and family members including: Meet the teacher, Fall Carnival, Literacy night, Math/Science night, and Open House TI $2645.50 FTE **Addresses missed system safeguard**	All staff	X X	6 7	Attendance at evening family events.	Better staff/family relationships leading to decreased discipline and increased attendance at school	
Use of Communities in Schools (CIS) Site Coordinator to support student and family needs. **Addresses missed system safeguard** TI $35,000 FTE 1		X	5	CIS Campus Plan.	Increased student attendance. Increased parent involvement. Increased student success at school.	
Implementation of DISD character educaiton and relationship building programs such as R-Time, Steps to Respect, and Kelso's Wheel for character education and problem solving **Addresses missed system safeguard**	Counselor, Teachers	X	4	Camps R-Time Counselor schedule	Decreased bully reports	

A series of "Kinder Roundup" events for incoming kindergarten students and families in order to facilitate the transition into Kindergarten. **Addresses missed system safeguard**	administration, cafeteria, library staff, counselor, office staff, teachers.	<u>X</u>	2	Events	Increased parent involvement Increased success in first weeks of school.	

Ginnings Elementary School Campus Improvement Plan

2016-2017 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Ginnings Elementary School conducted a comprehensive needs assessment for the 2016-2017 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

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
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

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

List the actual data sources reviewed below.

STAAR results	SSI data
TELPAS results	DRA/EDL
ELI/SELI	TTM
Istation	SRI

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

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

Look for patterns in the data that reveals 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**
18% increase in 3rd Reading STAAR satisfactory performance	ELL STAAR passing rates for Reading, Math and Science
8% increase in 4th Reading STAAR satisfactory performance	Special Education STAAR passing rates
15% increase in 5th Reading STAAR satisfactory performance	Economically disadvantaged students passing state exams at lower rates than those who are not economically disadvantaged.
15% increase in 4th Math STAAR satisfactory performance	Increase percentage of students who are making at least one year's progress on TELPAS
Increase in STAAR satisfactory performance for 3rd Math, 5th Science, and 4th Writing	
Decrease in "at-risk" and increase in "developed" from BOY to EOY for KR, ELI, and SELI in Kinder, 1st and 2nd.	

Summary of Needs

Continue to support Tier 1 instruction in all classrooms.

Ensure focus on English Language Learners (ELL), Economically disadvantaged (ED) students, and Special Education(SpEd) students during disaggregation of data and formation of learning groups.

Incorporate additional common assessments in order to intervene with more accuracy and timeliness

Collaborative planning with teams.

Team PLC and Power PLC times.

Support non-academic needs in order to allow the best possible environment for learning.

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

Mobility/Stability rates- Classroom survey

Teacher/Student ratio- Enrollment and Staff

Attendance- Absence From Duty Forms

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

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Strengths	**Needs**
New Attendance Program	PLC mtgs. Moved to Staff Development days
Social Worker on campus	Limit or prioritize Training- Ed Leave days
Increased involvement of counselor with students	Mentors- Community, Teachers, Student
	Comparable Data
	Campus to Campus Collaboration
	Incentives for Attendance
	Increased parental involvement/volunteerism

Summary of Needs

An incentive program for attendance

Recruit more campus mentors

Incentives for parents who volunteer

Increase PTA involvement

Plan for PLCs and staff development to lower number of days with substitutes in classrooms.

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.

Student Survey

Discipline Referrals from August 15, 2015 to May 16, 2016

Attendance, Tardies, lost of instructional time document

CNA survey

Committee input

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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

Strengths	Needs
8% of referrals written during transition	16% of students have received an office referral at some point
87% of students feel they are treated fairly	295 office referrals
Students feel respected by teacher	71 % of the referrals were written on males
88% of students feel Ginnings is welcoming	Spring classroom management refresher to decrease office referrals written in the early spring semester
	Proactive plan to decrease referrals
	Students feel disrespected by peers
	40% of students do not feel safe reporting concerns
	56% of students do not feel Ginnings is Clean
	Attendance Program

Summary of Needs

Continuation and development of R-Time

Staff development specific to relationships and/or classroom management

Clubs or groups specific to school needs (ex. green team, GLEE, etc.)

Campus volunteers

Programs for parents (such as Watch Dogs)

Highlighting needs and celebrations at school-wide assembly

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 Programs 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 survey

District retention rates

school retention rates

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Look for patterns in the data that reveals 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

Closeness and "family" feeling	
Welcoming to newcomers	
Dedication, perseverance and involvement of staff	

Needs

More help directly for students
More positive feedback
More opportunities for staff to have a voice
Content specific professional developoment
Professional development for behavior, technology, and working with students in poverty
Staff turnover rate higher than district turnover rate

Summary of Needs

More staff support directly for students

Reduce, as possible, teacher tasks/events not directly related to campus climate or student achievement.

Mentor teachers assigned to new staff members

Professional Development aligned with content areas, classroom management, technology, and working with students in poverty.

Other opportunities for continued professional learning, such as learning walks

Intentional morale building and positive reinforcement

Curriculum, Instruction and Assessment

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

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

District UbD units of study for each grade level

Scope and Sequence for each grade level

RtI data, specifically Tier II and Tier III

Eduphoria Professional Development for teachers and administration.

Number of teachers with GT, ESL, and SIOP training

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Look for patterns in the data that reveals 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**
Power PLCs	Systems for progress monitoring
Collaborative planning among content areas	Tier I instruction
Vertical Teams	Content specific professional development
	Scaffolding and differentiation
	Conferring with students regarding academic progress

Summary of Needs

Continue with Power PLCs

Continue Vertical teams

Differentiating instruction within Tier I

Systems of progress monitoring

Student conferencing regarding academic progress

Family and Community Involvement

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

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

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

PTA membership	
Sign in for various events (open house, Math/Reading night, Ricking Readers, First United Bank volunteers, Expo parent night, CIS, Curriculum Night, etc)	
Volunteer logs	
University partnership logs	

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Look for patterns in the data that reveals 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**

Various forms of community involvement	Small proportions of parents attending PTA events
Open collaboration with various community organizations/businesses/universities	
CIS social worker for connection with community and families	

Summary of Needs

More parent representation in PTA

More fun activities for families, not all academic

More school performances for parents, creating a segue for additional information

Comprehensive Needs Assessment

School Context and Organization

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

Potential Data Sources:
- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

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

List the actual data sources reviewed below.

Campus survey

Master Schedule

Support service schedules

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Look for patterns in the data that reveals 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**

| Implementation of a set grade-level intervention time (WIN time) | Consistency in support staff for small group support |
| Strong plans and use of staff, particularly prior to state testing | Flexibility in WIN structure to meet team needs. |

Summary of Needs

Consistency in WIN time, particularly with grade level support staff

Adjustments in WIN time to meet team needs

Technology

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

Potential Data Sources
- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- 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 worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

Staff survey

Technology classroom inventory

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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

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

Strengths	Needs
Strong presence of campus technician who provides support for teachers on program use and system maintenance.	Lack of ability of technology in the classroom setting (Chromebooks, PCs, iPads)

Access to a variety of programs for instruction and assessment.	Lack of consistency in wifi throughout building.
Implementation of Google Drive provides accessible information, assessments, and ease of collaboration.	Lack of understanding of how to utilize a program to its full potential (Think Through Math, iStation, AWARE)
Approximately 90% of teachers reported they are using technology in the areas of Math and/or Language Arts.	

Summary of Needs

Continuation of current placement of campus technician.

Utilize our Curriculum Technology Specialist to provide training on APPs and district/campus provided programs in order to increase rigor in classroom to meet grade level TEKS.

Class set of a technology such as Chromebooks, iPads, and/or PCs in the classroom to be used by students and teachers.

Comprehensive Needs Assessment Summary of Priority Needs
Ginnings Elementary School

Demographics:

An incentive program for attendance

Recruit more campus mentors

Incentives for parents who volunteer

Increase PTA involvement

Plan for PLCs and staff development to lower number of days with substitutes in classrooms.

Student Achievement:

Continue to support Tier 1 instruction in all classrooms.

Ensure focus on English Language Learners (ELL), Economically disadvantaged (ED) students, and Special Education(SpEd) students during disaggregation of data and formation of learning groups.

Incorporate additional common assessments in order to intervene with more accuracy and timeliness

Collaborative planning with teams.

Team PLC and Power PLC times.

Support non-academic needs in order to allow the best possible environment for learning.

School Culture and Climate:

Continuation and development of R-Time

Staff development specific to relationships and/or classroom management

Clubs or groups specific to school needs (ex. green team, GLEE, etc.)

Campus volunteers

Programs for parents (such as Watch Dogs)

Highlighting needs and celebrations at school-wide assembly

Teacher Quality:

More staff support directly for students

Reduce, as possible, teacher tasks/events not directly related to campus climate or student achievement.

Mentor teachers assigned to new staff members

Professional Development aligned with content areas, classroom management, technology, and working with students in poverty.

Other opportunities for continued professional learning, such as learning walks

Intentional morale building and positive reinforcement

Curriculum, Instruction and Assessment:

Continue with Power PLCs

Continue Vertical teams

Family and Community Involvement:

More parent representation in PTA

More fun activities for families, not all academic

Differentiating instruction within Tier I

Systems of progress monitoring

Student conferencing regarding academic progress

More school performances for parents, creating a segue for additional information

School Content and Organization:

Consistency in WIN time, particularly with grade level support staff

Adjustments in WIN time to meet team needs

Technology:

Continuation of current placement of campus technician.

Utilize our Curriculum Technology Specialist to provide training on APPs and district/campus provided programs in order to increase rigor in classroom to meet grade level TEKS.

Class set of a technology such as Chromebooks, iPads, and/or PCs in the classroom to be used by students and teachers.

Ginnings Elementary School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Reading/English Language Arts

			STAAR Results					
			Level II: Satisfactory Phase-in 1			Level III: Advanced		
Grade	Group	Tested	2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Ginnings Elementary School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Writing

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

School-Level Performance Data for Grades 3-8

Mathematics

			STAAR Results					
			Level II: Satisfactory Phase-in 1			Level III: Advanced		
Grade	Group	Tested	2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Ginnings Elementary School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

<u>Science</u>

			STAAR Results					
			Level II: Satisfactory Phase-in 1			Level III: Advanced		
Grade	Group	Tested	2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Ginnings Elementary School Campus Improvement Plan

School-Level Performance Data for EOC

Reading/English Language Arts

			English I Reading STAAR Results					
			Level II: Satisfactory Phase-in 1			Level III: Advanced		
Grade	Group	Tested	2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

			English II Reading STAAR Results					
			Level II: Satisfactory Phase-in 1			Level III: Advanced		
Grade	Group	Tested	2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

			English III Reading STAAR Results					
			Level II: Satisfactory Phase-in 1			Level III: Advanced		
Grade	Group	Tested	2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

School-Level Performance Data for EOC

Writing

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			English I Writing STAAR Results					
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			English II Writing STAAR Results					
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			English III Writing STAAR Results					
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Ginnings Elementary School Campus Improvement Plan

School-Level Performance Data for EOC

<u>Mathematics</u>

			Algebra I STAAR Results					
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

			Algebra II STAAR Results					
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

			Geometry STAAR Results					
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %

Ginnings Elementary School Campus Improvement Plan

School-Level Performance Data for EOC

<u>Science</u>

			Biology STAAR Results					
Grade	**Group**	**Tested**	**Level II: Satisfactory Phase-in 1**			**Level III: Advanced**		
			2016 #	**2016 %**	**2017 Target %**	**2016 #**	**2016 %**	**2017 Target %**

			Chemistry STAAR Results					
Grade	**Group**	**Tested**	**Level II: Satisfactory Phase-in 1**			**Level III: Advanced**		
			2016 #	**2016 %**	**2017 Target %**	**2016 #**	**2016 %**	**2017 Target %**

			Physics STAAR Results					
Grade	**Group**	**Tested**	**Level II: Satisfactory Phase-in 1**			**Level III: Advanced**		
			2016 #	**2016 %**	**2017 Target %**	**2016 #**	**2016 %**	**2017 Target %**

Ginnings Elementary School Campus Improvement Plan

School-Level Performance Data for EOC

<u>Social Studies</u>

			US History STAAR Results					
Grade	**Group**	**Tested**	**Level II: Satisfactory Phase-in 1**			**Level III: Advanced**		
			2016 #	**2016 %**	**2017 Target %**	**2016 #**	**2016 %**	**2017 Target %**

			World History STAAR Results					
Grade	**Group**	**Tested**	**Level II: Satisfactory Phase-in 1**			**Level III: Advanced**		
			2016 #	**2016 %**	**2017 Target %**	**2016 #**	**2016 %**	**2017 Target %**

			World Geography STAAR Results					
Grade	**Group**	**Tested**	**Level II: Satisfactory Phase-in 1**			**Level III: Advanced**		
			2016 #	**2016 %**	**2017 Target %**	**2016 #**	**2016 %**	**2017 Target %**

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	
2) Classroom Teacher	Paige Richter
3) Classroom Teacher	Carol Doughty
4) Classroom Teacher	Kris Smyers
5) Classroom Teacher	Bailey Talbot
6) Classroom Teacher	Amber Morris
7) Campus-based Nonteaching Professional	Amber Ross
8) Campus-based Paraprofessional and Operations Staff	Jennifer Fuller
9) District-level Professional	TBD
10) Parent	Alison Johnson
11) Parent	
12) Community Member	TBD
13) Community Member	
14) Business Representative	Alan Chamberlain
15) Business Representative	

CLT Meetings for 2016-2017			
#	**Date**	**Time**	**Location**
1	9-26-16	3:15 -4:15	Ginnings Library
2	10-24-16	3:15 - 4:15	Ginnings Library
3	11-28-16	3:15 - 4:15	Ginnings Library
4	2-20-17	3:15 - 4:15	Ginnings Library
5	3-20-17	3:15 - 4:15	Ginnings Library
6	4-10-17	3:15 - 4:15	Ginnings Library
7	5-15-17	3:15 - 4:15	Ginnings Library