

Newton Rayzor 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

We will empower all learners to be self-motivated, internationally-minded participants in the global society.

School Vision

Vision: We will meet the needs of every student by:

- *Creating partnerships with families, businesses, and other community entities.
- *Providing instruction and using enriching, inquiry-based methods in a rigorous educational atmosphere
- *Guiding learners to embody the IB Learner Profile and display IB attitudes.
- *Modeling service to others and empowering learners to take actions.

School Values

Values:

- *Creating partnerships with families, businesses, and other community entities.
- *Providing instruction and using enriching, inquiry-based methods in a rigorous educational atmosphere
- *Guiding learners to embody the IB Learner Profile and display IB attitudes.
- *Modeling service to others and empowering learners to take actions.

WIG 1: Improve classroom instruction by incorporating IB best practices, so that all students will demonstrate one year's growth in Language Arts, Math, Science, and Writing as evidenced by data from ELI, SELI, KR, Common Assessments and STAAR by June 2017.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Professional development for teachers to improve transdisciplinary learning and inquiry	Admins, Coaches, IB Coord	TI: \$4,500 \$2914		Certification of Completion, Course Survey	Increased student engagement and achievement	November January March May
Targeted literacy instruction will be provided to all students using a variety of resources to meet the needs of each student. *Addresses Missed System Safeguard	Admins Instr coaches, Reading Recovery teacher and DLL, Teachers, Students.	TI: \$30,000 FTEs: 0.5 SCE: \$60,000 FTEs: 1.0		Lesson plans, coaching schedule, IBC minutes, staff development, common assessments, Data/Action Wall, ELI, SELI , and STAAR results.	Increased student engagement and achievement	November January March May
Targeted math instruction will be provided using a variety of resources with an emphasis on increasing problem solving skills. *Addresses Missed System Safeguard	Admins, Instr coaches, Reading Recovery teacher and DLL, Teachers, Students.	TI: \$30,000 FTEs: 0.5 SCE: \$30,000 FTEs: 0.5 TI: \$1,385		Lesson plans, coaching schedule, IBC, minutes, staff development, common assessments, Kathy Richardson, Math journals, STAAR results.	Increased student engagement and achievement	November January March May
Targeted science instruction will be provided to all students using a variety of resources, including Science lab attendance weekly. *Addresses Missed System Safeguard	Admins, Instr coaches, Teachers,			Lesson plans, IBC agendas/notes, Faculty meeting	Increase in student engagement and achievement.	November January March May

WIG 1: Improve classroom instruction by incorporating IB best practices, so that all students will demonstrate one year's growth in Language Arts, Math, Science, and Writing as evidenced by data from ELI, SELI, KR, Common Assessments and STAAR by June 2017.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Targeted writing instruction will be provided to all students using a variety of resources (Tony Stead, Lucy Calkins, Writing Cadre) *Addresses Missed System Safeguard	Admins, Instr coaches, Teachers,			Lessons plans, IBC agendas/notes, writing samples from students with initial writing and post writing samples.	Increase in student engagement and achievement.	November January March May
Improve Index 3 (Closing Performance Gaps), from 32 to 42 on STAAR.	Admins, Instr coaches, Teachers			Lesson plans, IBC agendas/notes, Data Wall, RTI,	Increase in student engagement and achievement.	November January March May
Provide supplemental materials for all content areas, as well as training.	Admins, Instr coaches, Teachers	TI: \$10, 297		Purchase orders, lesson plans.	Increase in student engagement and achievement.	November January March May
District/campus experts will continue professional development in the area of assessment for learning. Focusing on: *learning targets *co-creating criteria *strong and weak exemplars *feedback	District Curriculum Coord, Learning Assessment Team			Faculty meeting agendas, Assessment Learning Team minutes, walk-through data	Increase in student engagement and achievement.	November January March May
Bilingual elementary curriculum will provide custom professional development for K-5 teachers bilingual teachers. *Addresses Missed System Safeguard	Principal, Assistant Principal, District Bilingual and ESL Department			Agendas, Handouts from trainings, lesson plans	Increase in student engagement and achievement	November January March May
IBC (Professional Learning communities) will be held every other week to address IB planners along with looking at data.	Principal, Assistant Principal,			Agendas, lesson plans	Increase in student engagement and achievement	November January March

WIG 1: Improve classroom instruction by incorporating IB best practices, so that all students will demonstrate one year's growth in Language Arts, Math, Science, and Writing as evidenced by data from ELI, SELI, KR, Common Assessments and STAAR by June 2017.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	IB Coord, Instrl Coaches, Teachers and Staff					May
Provide field trips related to IB units of study for the purpose of front-loading, provocations, investigations and inquiry.	Principal, Assistant Principal, Team Leaders	T1: \$4,480		Travel requests	Increase in student engagement and achievement	November January March May
Monitor student growth through A to Z meetings 3 times per year to monitor the growth of all our students. Follow up with RTI parent meeting that include parents.	Principal, Assistant Principal, Teachers, and RTI Team			Aware documentation, calendar invites	Increase in student engagement and achievement	November January March May
Supplemental library materials.	Principal, Assistant Principal, Librarian with teacher input	T1: \$10,000		Purchase orders	Increase in student engagement and achievement	November January March May
Monitor employee engagement by using the Insight Employee Engagement Survey-administer 3 times a year.	Principal and Assistant Principal			Results of Surveys, turnover rate	Increase in student engagement and achievement	November January March May
Increase parent communication through parent conferences, newsletters, IB	Principal, Assistant			Newsletters, updated websites, parent	Increase collaboration between parents and the	November January

WIG 1: Improve classroom instruction by incorporating IB best practices, so that all students will demonstrate one year's growth in Language Arts, Math, Science, and Writing as evidenced by data from ELI, SELI, KR, Common Assessments and STAAR by June 2017.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
newsletters, academic parent nights, social media, positive notes home, IB profile spirit tags.	Principal, Teachers, PTA			conferences, grade level parent meetings, sign in sheets.	school	March May
A variety of parent involvement activities: IB transfer night, Hot Dog Social, Family STEM and Literacy Night, Love and Logic Parent Nights	Principal, Assistant Principal, Teachers, Counselor, PTA	T1: \$500 \$452 \$1000		Attendance sign-in sheets,	Increase collaboration between parents and the school	November January March May
Provide a variety of clubs to engage all students: Rayzor Runners, GOAL, Ballet Folklorico, Art Club, Chess Club, Recycling Club	Principal, Assistant Principal, Teachers			Attendance	Increase in student engagement and achievement	November January March May
Survey parents 3x a year to determine how we are meeting the needs of our students and parents.	Principal, Assistant Principal, Teachers			Survey responses	Increase collaboration between parents and the school.	November January March May



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...

IB Scope and Sequence, IB Planners, Self Study,

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"> ● Commitment to IB ● Learner Profile 	<ul style="list-style-type: none"> ● Continue to find time for teachers to collaborate with each other ● Assessment PD and implementation ● Integration of all subjects areas into the planner ● Systematic RTI plan

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.)...

Find time for teachers to collaborate and monitor student's progress
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Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

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

List the actual data sources reviewed below...

Enrollment, attendance, ethnicity, teacher-student ratio

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"> ● Diverse population: <p>52% White 31% Hispanic 8% Black 4% Asian</p> <p>34% of our students are at risk 58% economically disadvantaged 10% in special education 22% LEP 10% EXPO</p>	<ul style="list-style-type: none"> ● Increase attendance ● Be mindful of our special populations

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"> ● Need to increase attendance for target distinction ● Be mindful of our special populations



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...

Volunteer hours, parent surveys, views of on-line newsletters

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"> ● Family academic nights- STEM academic nights and literacy nights ● Facebook pages- Over communication with parents ● Strong attendance on all family nights ● Love and Logic classes ● Food 4 Kids ● Partnership with First Baptist & other adopters (counselor/nurse) ● PALS, Ready Set- Teach, Garden Help 	<ul style="list-style-type: none"> ● More parents involved in the classroom ● Lunch duty help ● How to share electronic portfolios with parents ● Community Liaison (bridging the gap between school and community)

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"> ● Combination of Academic Nights ● More volunteers in the building ● More input from our families throughout the year



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...

School structure, master schedule, duty, communications

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">● Open door administration● Team Leader/Captain's meetings to hear our voice● Freedom to make our assessments	<ul style="list-style-type: none">● Communication-centralized- a place to go to find out policies, current info.● Time/ Resources: to create assessment

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">● Centralized Communication● Allocating time specifically to work on/look at assessments



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...

Surveys, informal interviews, parent conferences
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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"> ● IB lends itself to Love and Logic Discipline style ● We unpack TEKS ● Learning Targets ● Extracurricular options ● Clubs ● We are family ● IB Scope and Sequence alignment 	<ul style="list-style-type: none"> ● CHAMPS not enforced ● We need a campus wide behavior system ● Chaos at dismissal ● Better communication regarding behavior to special areas, programs ● Vertical teams need more direction ● Balance of behavior((talking) and IB (we want them talking)

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.)...

We need a campus wide behavior plan. There are inconsistencies between what the teachers does/enforces and what the office does/enforces. Behavior charts do not seem to change behavior.



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 certifications, staff mobility, professional development, recruitment

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">● Assigning new teacher mentors● New teacher support● Campus visits (IB schools)● Coaching	<ul style="list-style-type: none">● Learning from observing peers (best practices)● More specialized (IB) training for established teachers● More focus on 1 initiative regarding professional development● Expand the opportunities to more people

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">● Focus on one initiative for professional development● Expand the coaching opportunities –established and new teachers, peer observations, site visits to other schools (IB)
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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...

State assessments, ELI and KR, Common Assessments, TELPAS

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"> ● Reading Recovery (Lower grades) ● Interventionist (Reading2-5), Math 3-5 ● Assistance from all coaches ● Special Ed. ● Prime Time ● Dyslexia- full time position ● EXPO- cluster grouping ● Mentors for new to campus teachers ● Science and Math scores ● Students tracking growth in data binders. 	<ul style="list-style-type: none"> ● Improve early literacy achievement ● Math, Reading, and Writing Intervention (K-2) ● Timeline for testing to beginning to receive services (special ed.) ● Consistent guidelines for qualifications for literacy/intervention for students who do not qualify for RTI ● Elements of PYP ● Consistency in interrater reliability in any common assessment ● Data Tracking for writing ● Consistent guidelines as to what is required in data binders ● Prime Time help for all grade levels and provided with consistenc

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"> ● Continue to improve student achievement in STAAR, ELI, KR and all formative assessments ● Consistent support provided for all grade levels for PrimeTime ● Implementing elements of PYP ● Consistent guidelines for what is required in data binders



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...

Infrastructure, inventory, brightbytes survey, teacher 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"> ● Support from district (Keegan, TIA) ● Acquired technology (Ipads, Tumblebooks, textbooks, ipads, Nooks) allows for research 	<ul style="list-style-type: none"> ● More effective way to manage & access digital portfolios ● More updated technology ● Training on Chromebooks

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"> ● Professional Development on technology – apps, portfolios, smart boards ● WIFI/air server availability ● More technology (all teachers) updated technology
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Summary of Priority Needs

Demographics...

Improve relations with all student populations

Student Achievement...

- Continue to improve student achievement in STAAR, ELI, KR and all formative assessments
- Consistent support provided for all grade levels for PrimeTime
- Implementing elements of PYP
- Consistent guidelines for what is required in data binders

School Culture and Climate...

- We need a campus wide behavior plan. There are inconsistencies between what the teachers does/enforces and what the office does/enforces. Behavior charts do not seem to change behavior.

Staff Quality, Recruitment and Retention...

- Focus on one initiative for professional development
- Expand the coaching opportunities –established and new teachers, peer observations, site visits to other schools (IB)

Curriculum, Instruction, and Assessment...

Allow time to collaborate amongst teacehrs

Family and Community Involvement...

- Combination of Academic Nights
- More volunteers in the building

- More input from our families throughout the year

School Context and Organization...

- Centralized Communication
- Allocating time specifically to work on/look at assessments

Technology...

- Professional Development on technology – apps, portfolios, smart boards
- WIFI/air server availability
- More technology (all teachers) updated technology

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Jannet Vasquez
Teacher	Sarah Merriweather
Teacher	Misti De La Sierra
Teacher	Ivonne Huynh
Teacher	Ashlee Sembroski
Teacher	Jessica Vu
Teacher	Sandra Zarate
Campus-Based Nonteaching Professional	Yolonda Horsch
Campus-Based Para or Operations Staff Rep	Mary Dowaldt
District-Level Professional	Marcia Kellum
Parent Rep	Katie Landdeck
Parent Rep	Olivia Lillely
Community Rep	Cindy Venables
Community Rep	Patsy Bateman
Business Rep	Mike Woodson
Business Rep	Bruce Walker

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

Date	Time	Location
9/27/16	330pm	Library
10/6/16	330pm	Library
1/5/17	330pm	Library
3/2/17	330pm	Library
5/4/17	330pm	Library