2016-2017
Campus Improvement Plan
for
Blanton 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.

Blanton Elementary School's Mission Statement

We will work collaboratively to ensure high levels of learning for ALL students while insiring and empowering them to become safe, respectful and caring learners.

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.

Campus Improvement Plan
Blanton Elementary School

Progress Report Date:

WIG 1

Support instruction at Tiers I, II, and III so that a minimum of 95% of students will meet EOY expectations in Math, Reading, Science and Writing as measured by multiple sources to include STAAR, ELI, DRA, Classworks, Common Assessments, and 6 week reports.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Administer common assessments for each unit of instruction in all core areas to gauge student mastery of essential learning targets/standards from the agreed upon guaranteed and viable curriculum **Addresses missed system safeguard**	Guaranteed and viable curriculum (Eduphoria), Unpacked learning targets, AWARE, classroom teachers, specialists		Common assessment data, Walkthroughs, AWARE data, lesson plans, team artifacts, TAC, Student Data Binders, Common Assessment PLC time, Google Docs, Data Room	Performance data from common assessements, STAAR, ELI/DRA, Report Cards	**Nov** **Feb** **Apr**
Utilize Student Data Binders and other appropriate collection forms to gather data from common assessments and involve students in progress monitoring, goal setting and developing plans for remediation/extensions of learning **Addresses missed system safeguard** SCE $27,702 FTE .5 SCE $25,712 FTE .5 SCE $34,217 FTE .5	Instructional specialists, common assessment data, AWARE, Student Data Binders, Staff Training, classroom teachers		Student Data Binders, AWARE, assessment data, Classroom Data Boards, MakerSpace areas, Data Room	Performance data from common assessments, ELI/DRA, STAAR, TAC reports, Classworks Universal Screeners, iStation, Writing Screeners	**Nov** **Feb** **Apr**
Post agreed upon essential learning standards for each lesson in all core areas, to be reviewed with students prior to instruction and referrenced throughout the lesson, to monitor understanding, using the following 'I Can' statements **Addresses missed system safeguard**	Curriculum guides (Eduphoria), List of unpacked learning targets for each unit, classroom teachers		Walkthroughs, T-TESS, student feedback, Student Data Binders, Visible Learning Rubric/self assessment	Data from common assessments, STAAR, ELI/DRA	**Nov** **Feb** **Apr**
Establish team grading policies/procedures and identify criteria for standards based reporting (collaboratively develop what each numerical level 'looks like') to monitor student mastery of agreed upon essential learning targets so students will have immediate feedback of their learning	Grade level standards, report cards (TAC), classroom teachers, District Rubrics		Team artifacts to include agreed upon grading policies/procedures. Student Data	Data from common assessments, Student Data Binders, STAAR, ELI/DRA, Writing Screeners	**Nov** **Feb**

Addresses missed system safeguard			Binders, Data room artifacts, Google Drive Folders, AWARE, TAC		**Apr**
Utilize research based instructional strategies to support student learning and achievement of goals: *Thinking Maps *Guided Reading *Daily 5/Cafe *Math Stations/Guided Math *Morning Meetings *Technology Integration *Student Data Binders *Daily Attendance Charts *MakerSpace *Exemplars; Success Criteria; Feedback *Fitness Gram Assessements (3-5) *Writer's Workshop, **Addresses missed system safeguard**	Classroom teachers, PE teachers, Thinking Maps, Technology resources, Student Data Binders, Curriculum Vertical Alignment Teams		Team artifacts, lesson plans, Student Data Binders, Fitness Gram Data, Walkthroughs	Common assessment data, STAAR, Fitness Gram Data, Classworks Universal Screeners	**Nov** **Feb** **Apr**
Provide additional technology resouces and training for classroom integration **Addresses missed system safeguard**	Computers on Wheels, ChromeBooks, iPod Touches, Classroom teachers, PTA. Technology Leadership Team, iPads, Computer Lab		Lesson Plans, Walkthroughs, Purchase Orders, Labs, Workshop Attendance Documents	Common Assessement data, TAC reports, Student Data Binders	**Nov** **Feb** **Apr**
Conduct weekly PLC/Team meetings with a focus on the Big Four questions, used to address both academics and student fitness: *What do we want our students to know and be able to do? *How will we know if our students are learning? *How will we respond if students do not learn? *How will we enrich and extend for students who are proficient? **Addresses missed system safeguard**	Classroom teachers, PE teachers, common planning time, Team Huddles, instructional materials for differentiation		Team artifacts, Student Data Binders, Google Drive, Data Room Artifacts, Fitness Assessments	Data from common assessments, STAAR	**Nov** **Feb** **Apr**
Create a master schedule to ensure that: *students meet the required minutes of moderate to vigorous physical activity; *time is provided for specialized/differentiated tutoring which targets specific needs of ALL students, based on common assessment data and student goals **Addresses missed system safeguard**	Instructional materials, Student Data Binders, Common Assessment data, classroom teachers, Campus Administrators, PE teachers, Specialists		Teacher daily schedules, Master schedule, Student Data Binders, FitnessGram Data	Data from common assessements, STAAR, AWARE	**Nov** **Feb** **Apr**
Utilize the Response to Intervention (RtI) model to support students who are struggling - - - by name, by need - - - based on their individual data (focusing on students identified as 504 or educationally disadvantaged) **Addresses missed system safeguard**	Classroom teachers, PLC confereces, RtI conferences, AWARE data, RtI tracking charts, Student Data Binders, Care Team		Google Drive folders, AWARE data, Student Data Binders, Monthly Team time with principal, Data Room Artifacts	Data from common assessments, teacher observation, STAAR	**Nov** **Feb** **Apr**

Provide a continuum of services for special education students (to include Inclusion, Content Master and Resource) to support learning and mastery of essential standards, based on individualized continuous growth plans **Addresses missed system safeguard**	Classroom teachers, Special education staff, Campus administration, RtI training and co-teaching resources		ARD minutes, lesson plans, teacher logs, Walkthroughs, Student Data Binders	Data from common assessments, STAAR, grades, IEP reports	**Nov** **Feb** **Apr**
Participate in monthly Team Time Meetings with campus administration to review student progress, individual/team goals, and curriculum/lesson planning **Addresses missed system safeguard**	Teachers, Administration		Team Time Agendas, Team Time minutes, Data Room artifacts	Data from common assessments, STAAR, T-TESS, Walkthroughs, Surveys	**Nov** **Feb** **Apr**
Establish grade level and classroom goals to support the campus and district improvement plans **Addresses missed system safeguard**	Classroom teachers, Student Data Binders, CIP, DIP, common assessment data, Classworks Universal Screeners		Team artifacts, Walkthroughs, Data Room Artifacts T-TESS, Student Data Binders	Data from common assessments, STAAR, Student Data Binders, Class Contracts	**Nov** **Feb** **Apr**
Utilize Student Data Binders that are aligned horizontally and support student ownership of progress monitoring and goal setting **Addresses missed system safeguard**	Data Binders, Data Room, classroom teachers, PE teachers, Inclusion Teachers		Student Data Binders, Walkthroughs, Fitness Grams (3-5), Data Room Artifacts	Data from common assessments and Fitness Grams (3-5), Data Binders, Data Room Artifacts	**Nov** **Feb** **Apr**
Provide staff development opportunities on topics identified as focus areas, such as PLC work, RtI, Bullying, Content Area specific topics (Math and Science focus), Running Records training, Dyslexia Awareness, Visible Learning, MakerSpace, etc. **Addresses missed system safeguard**	Instructional Specialists, Workshops, Administration, Counselor, Teachers		Training Agendas, Eduphoria, Certificates of Attendance	Performance data from common assessments. ELI/DRA, STAAR, Report Cards, Classworks Universal Screener	**Nov** **Feb** **Apr**
Provide multiple opportunities for parent and community involvement **Addresses missed system safeguard**	PTA, Campus Administration, Teachers, Counselor		U-Nite Festival, Squire Choir, Ars Orfeus, Field Day, Parent Orientations, Fun Run, Book Fairs, Arts and Education, Fine Arts Night, Artist in Residence, Maker's Faire, Clubs, Makerspace	Attendance at events, Promote School Events	**Nov** **Feb** **Apr**
Implement activities designed to educate students and parents about violence/anti-bullying prevention and intervention **Addresses missed system safeguard**	Counselor, administrators, teachers, PTA		Red Ribbon Week (to include anti-bully pledges and 'pink out day', Bucket Filler Program, Watch DOGS, Anti-bullying Parent Program, Be the Voice Guidance Program	Lesson plans, Bully Prevention Plan, sign in sheets, Red Ribbon Calendar	**Nov** **Feb** **Apr**

Campus Improvement Plan
Blanton Elementary School

WIG 2

Increase advanced levels of student performance in math as measured by the advanced performance indicator on STAAR, with a 5% increase in grades 3, 4, and 5, by June 2017.

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide data from district and grade level common assessments to students so that they can update and revise their personal math goals. **Addresses missed system safeguard**	Classroom teachers, Math Interventionist, Student Data Binders, AWARE, Assessment Data		Student Data Binders, AWARE, Team Time artifacts, PLC agendas/minutes	Performance data from multiple sources such as common assessments, STAAR, Think Through Math, Classworks	**Nov** **Feb** **June**
Utilize the Guided Math Workshop model to support spiraling of concepts, differentiated instruction, and individualized/purposeful feedback. **Addresses missed system safeguard**	Classroom Teachers, Guaranteed and Viable Curriculum (Eduphoria), Unpacked TEKS/Learning Targets, Student Data Binders, Think Through Math, 3-5		Lesson Plans, T-TESS observations, Walkthroughs, Daily Schedule, PLC agendas/minutes, Math Daily 5	Performance data from multiple sources such as common assessments, Classworks, and Report Cards	**Nov** **Feb** **Apr**
Provide meaningful extension activities to all students who have demonstrated mastery of math skills/learning objectives. **Addresses missed system safeguard**	Classroom teachers, EXPO teacher, Librarian, Curriculum guides (Eduphoria), MakerSpace Learning Areas		MakerSpace Learning Areas, Lesson Plans, Team Time artifacts, STEM Lessons	Performance data on common assessments, STAAR, student surveys, Formative Math Assessments	**Nov** **Feb** **June**
Incorporate advanced academic math vocabulary during daily instruction that has been developed through the vertical curriculum teams. **Addresses missed system safeguard**	Classroom Teachers, Curriculum Teams, Released Math Tests, Curriculum Guides, Art/PE/Music teachers. instructional specialists		Curriculum Team Meeting artifacts, Lesson Plans, Walkthroughs, T-TESS	Performance data from common assessments, report cards, STAAR	**Nov** **Feb** **June**
Enrich student learning of math concepts through the extra-curricular classes of PE, Art, Music, and Library. **Addresses missed system safeguard**	Art, Music, and PE teachers, Librarian, classroom teachers, Shared units of study		Lesson Plans, T-TESS, Walkthroughs	Performance data on common assessments, report cards, STAAR, Classworks	**Nov** **Feb** **June**

Blanton Elementary School Campus Improvement Plan

2016-2017 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Blanton 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.

Comprehensive Needs Assessment

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 and Benchmarks

Report Card Assessments

Formative Assessments

Classwork screeners

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**
Reading and Science according to STAAR, Benchmark Scores and Report Card Assessments	Math, according to STAAR, Benchmark Scores and Report Card Assessments
Using the data to do intervention	Classwork screeners appear to be too low
Providing feedback	.
Kids using feedback to reflect on learning	

Summary of Needs

Math Report Cards were too difficult for most kids but great for measuring those kids who were above the average (4's). The tests were too defeating and did not need to be so difficult to measure the objectives, as stated in the report card/TEKS.

Doing DRA only for kids below grade level might be more useful.

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.

Eschool	Attendance
Special Program Participation	Ethnicity
Data Dashboard	AEIS

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

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**
Identifying and serving at risk students to reduce Tier II and Tier III	Provide differentiated instruction to address all learners, including advanced

Summary of Needs

Continue to reduce the number of students receiving Tier II and Tier III interventions

Focus on instructional plans for advanced learners

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.

Walkthroughs	Teacher Observations
Team Members	Student feedback
Staff Feedback	

See page 9 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

Posting Learning intentions

Student awareness of learning intentions

Use of exemplars and success criteria

Student input and feedback

Data Binders

Facility meets the needs of all staff and students

Students/staff/adults feel safe at Blanton

Students feel like adults care about them

Students believe that teachers make learning exciting

Needs

Maintain current levels of success

Summary of Needs

Maintain current levels of success

Comprehensive Needs Assessment

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.

District Data	Campus Scores
Specialists, Specials and Inclusion Team	

See page 10 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
Low turnover rate which provides consistency in programs that have been instituted (Data Binders, Visible Learning)	District wide math curriculum for elementary campuses
Multiple opportunities for workshops based on research based continuing education	Additional opportunities for professional development within our special areas
Funds made available for additional materials as needed	Larger incremental salary increases
Technology available in multiple ways for teachers and students	Department/Content area interviews for potential team members
A top performing school in the district	District funds to support additional endorsements and certifications
Teacher led In-House Staff Development opportunities	

Summary of Needs

Campus level increased opportunities for teachers who are out of the classroom to attend professional development workshops

Input for potential team members

Increase step pay or provide district bonus to encourage retention

Elementary Math Curriculum based on TEKS

Comprehensive Needs Assessment

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.

Team Members	RCA Data Binders
Parent Feedback	Mock STAAR data

See page 11 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

Math workshops, CAFE, Writer's Workshop, Guided reading/Reader's Workshop enables students to move from task to task for engagement

Mini-lessons are kept MINI

Teachers leading students through their learning path (intentions-showing exemplars-success criteria)

STAAR grades administering pretests and MOCK STAAR tests to provide data needed for planning day-to-day lessons

Teachers analyze common question stems from state tests

Needs

Teachers need assessments that align with all state standards

Math needs a set curriculum that does not come from Common Core

Reading teachers need common pieces of texts to use for each grade level across the district

Summary of Needs

Teachers need RCA that show comprehensive samplings of student performance

Standards-based reporting does not teach children the importance of studying, putting forth effort consistently, and responsibility

It seems that nothing is truly 'common' from classroom to classroom or campus to campus in regards to reading assessments

Comprehensive Needs Assessment

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.

Team Members	Blanton PTA website
Blanton's event calendar	Principal's weekly newsletter

See page 12 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**
Open House	
Grade level Parent Orientations	
UNITE Festival	
Morning with moms and dads	
Movie Nights	
Principal's Weekly newsletter	
Grade level newsletters/teacher websites	
PTA Meetings	
Field Day, Career Day, WATCH Dogs, Mystery Reader Program	
After School Clubs, Fun Run	

Summary of Needs

Possibly some sort of automated calling system to pass along information about cancellation/change of events or after school gatherings.

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.

Team Members	Master Schedule
Duty Rosters	

See page 13 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**
Cadres help make decisions for curriculum and instruction and technology	Follow through on cadre decisions
Administration being intentional to meet with and encourage teachers	Too many leadership teams
Formal assessments come from district; informal is up to teacher choice and team decisions	

Summary of Needs

Additional team meetings

Focus on campus common assessments

Comprehensive Needs Assessment

Technology

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

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

Team members	Students
Technology Specialists	Computer labs
Computers in classroom	iPads/Chrome Books

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

iPads/Chrome Books available for every classroom	
Computers available	
Computer Labs	
Training is available to everyone	
Google Drive	

Needs

1 to 1 technology	
Training at beginning of year with resources	
Lessons taught by specialists to students at the beginning of the year	
Technology instruction time for students	

Summary of Needs

Lessons and training for teachers and students at the beginning of the year.

Comprehensive Needs Assessment Summary of Priority Needs
Blanton

Demographics:

Continue to reduce the number of students receiving Tier II and Tier III interventions

Focus on instructional plans for advanced learners

School Culture and Climate:

Maintain current levels of success

Curriculum, Instruction and Assessment:

Teachers need RCA that show comprehensive samplings of student performance

Standards-based reporting does not teach children the importance of studying, putting forth effort consistently, and responsibility

It seems that nothing is truly 'common' from classroom to classroom or campus to campus in regards to reading assessments

School Content and Organization:

Additional team meetings

Focus on campus common assessments

Student Achievement:

Math Report Cards were too difficult for most kids but great for measuring those kids who were above the average (4's). The tests were too defeating and did not need to be so difficult to measure the objectives, as stated in the report card/TEKS.

Doing DRA only for kids below grade level might be more useful.

Teacher Quality:

Campus level increased opportunities for teachers who are out of the classroom to attend professional development workshops

Input for potential team members

Increase step pay or provide district bonus to encourage retention

Elementary Math Curriculum based on TEKS

Family and Community Involvement:

Possibly some sort of automated calling system to pass along information about cancellation/change of events or after school gatherings.

Technology:

Lessons and training for teachers and students at the beginning of the year.

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Teresa Loya
2) Classroom Teacher	Julie McNair
3) Classroom Teacher	Alyson Owen
4) Classroom Teacher	Melissa Hooton
5) Classroom Teacher	Michele Branch
6) Classroom Teacher	Dana Sewell
7) Campus-based Nonteaching Professional	Stacey Gow
8) Campus-based Paraprofessional and Operations Staff	Jerrica Maddox
9) District-level Professional	Stacey Dihel
10) Parent	Katie Messerle
11) Parent	Charlie Stinson
12) Community Member	Ian Cooney
13) Community Member	Chris Little
14) Business Representative	Paula Goldstein
15) Business Representative	

CLT Meetings for 2016-2017			
#	**Date**	**Time**	**Location**
1	10/13/16	320	Celebration Station
2	01/26/17	3:20	Celebration Station
3	05/18/17	3:20	Celebration Station