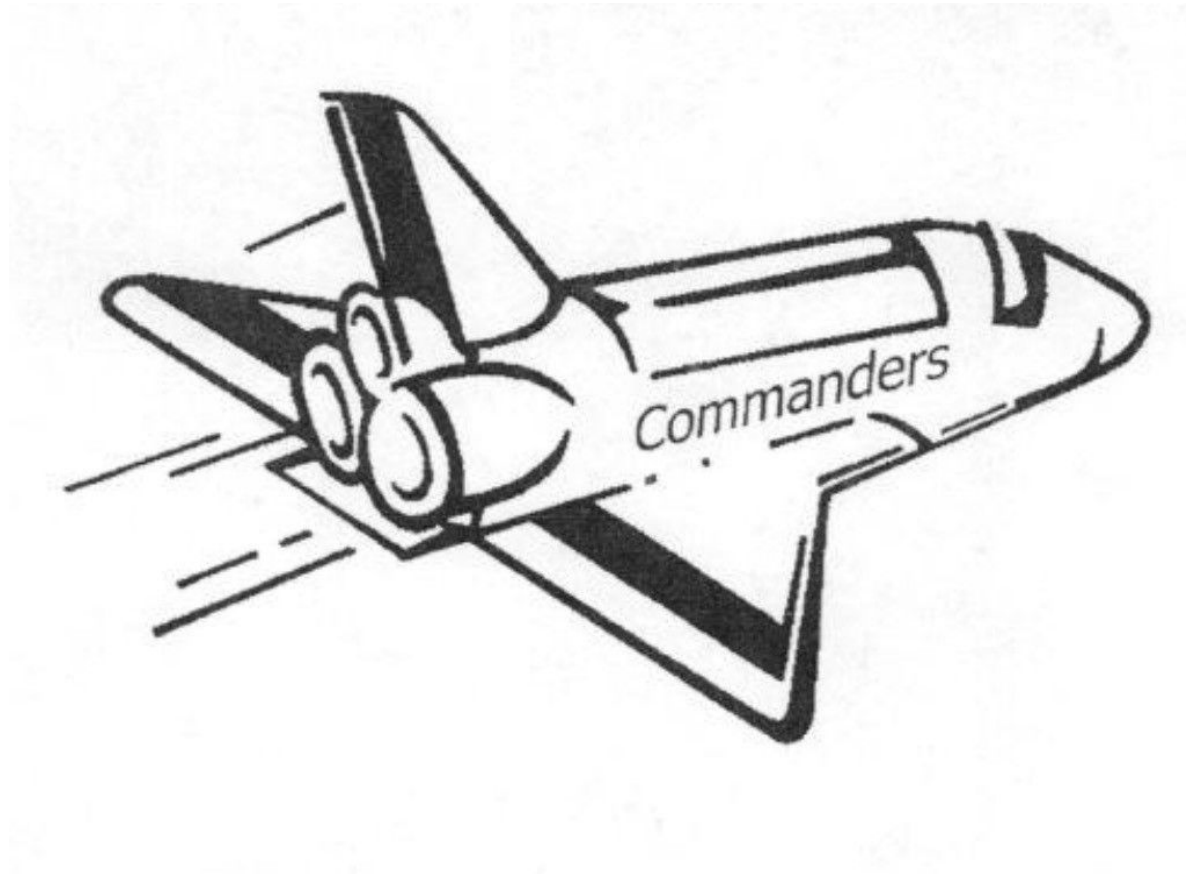


McNair Elementary



Campus Improvement Plan 2016-17

Table of Contents

- I. Campus Improvement Planning Processes and Procedures
- II. Title I Schoolwide Components Codified
- III. Mission, Vision, and Values
- IV. Wildly Important Goals (WIGs)
 - 1: Student Achievement
 - 2: Student/Stakeholder Engagement
 - 3: Internal Processes
 - 4: Learning and Growth
- V. Data Tables
- VI. Comprehensive Needs Assessment
- VII. Texas Accountability Intervention System (TAIS) Continuous Improvement Plan (if applicable)
- VIII. State Compensatory Education Expenditure Status Report
- IX. Campus Leadership Team

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

McNair Elementary is dedicated to providing a quality education for all students and promoting a life-long learning environment to produce responsible students.

School Vision

McNair Elementary will maintain a spirit of collaboration between students, staff, parents, and community to achieve student success.

School Values

Respect - High Expectations - Enthusiasm - Teamwork - Fun

WIG 1: McNair Elementary will improve tiered instruction through implementation of assessment literacy strategies, progress monitoring and intervention, and ensuring that our learning targets are directly linked to all activities and assessments. This will be evidenced by increased student achievement on ELI, Kathy Richardson, report card assessments and STAAR assessments by June 2017.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Teachers will design lessons focused on intentional learning targets and learning essentials.	Teachers Coaches Admins	T1: \$1,500	2 3	Lesson plans Walk-throughs Student data binders	Data from student work	
Teachers will implement researched-based strategies to support student learning such as: Thinking Maps, Daily 5-Cafe, Guided Reading, Math Workshop and inquiry based learning. X Addresses missed system safeguard	Teachers Read Int Math Int Admins	T1: \$2,000	1 2 3 4 10	Lesson plans Walk-throughs TTESS	Formative assessment data ELI/Kathy Richardson STAAR Student work samples Report card assessments	
Teachers will work with their team and coaches to effectively create and utilize pre-assessments and formative assessments to ensure the students are receiving appropriate interventions.	Teachers Coaches	T1: \$2,000	1 3 4 5 8	Common assessments PLC artifacts Student portfolios Intervention groups	Student data from common assessments STAAR ELI/Kathy Richardson Report card assessments	
Continual staff development will be an integral part of our staff meetings, grade level meetings and PLC meetings	Teachers Math Int Read Int Coaches Admin	T1: \$4,000	1 2 3 4 5	Meeting agendas Meeting minutes PLC agendas Google docs	Student performance data	
Daily Intervention will be provided for at-risk students in 3rd, 4th and 5th grades by the math and reading interventionists. Literacy groups and reading intervention will be provided for identified at-risk students in grade K-2 by the Reading Recovery teacher.	Math Int Read Int Reading Recovery	SCE: \$30,000 FTEs: 0.5 T1: \$30,000 FTE: 0.5 SCE: \$30,000 FTEs: 0.5 SCE: \$30,000 FTEs: 0.5	3 4 7 8 9 10	Meetings with interventionists Walk-throughs Observations Student data Student work	STAAR, ELI, IRI, and DRA scores	
PLCs will meet every other week to analyze	Admin		2	Artifacts from PLC	Student data	

WIG 1: McNair Elementary will improve tiered instruction through implementation of assessment literacy strategies, progress monitoring and intervention, and ensuring that our learning targets are directly linked to all activities and assessments. This will be evidenced by increased student achievement on ELI, Kathy Richardson, report card assessments and STAAR assessments by June 2017.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
data, create common assessments, discuss assessment for learning strategies and plan for intervention and enrichment lessons. X Addresses missed system safeguard	Coaches Teachers		3 4 5 8 9 10	Common assessments RtI minutes AFL walk-throughs		
Staff will continue to grow towards greater implementation of assessment literacy.	Teachers Admin Coaches	T1 \$2,000	1 4 8 10	AFL walk-through rubric	Increase student understanding of their own performance and knowledge	
Staff will continue to grow professionally in best practices and strategies by attending professional development and training in all content areas in addition to technology and ways to integrate this.	Teachers Coaches Math Int Read Int Counselor Admin	T1 \$11,401	2 3 4 5 9 10	Walk-throughs Lesson plans Student data Seesaw TTESS observations	Student work Student data from common assessments STAAR ELI KR Report card assessments	
Teachers will provide students with timely and specific feedback to guide student learning towards the intended learning target.	Teachers		1 2	Student work samples Examples shared at faculty and PLC meetings	Student progress towards the learning targets AFL walk-through data Seesaw	
Strengthen our literacy library to provide more opportunities for our students to read multiple books at their reading level and have the needed materials to be successful.	Admin Coaches Teachers	T1 \$7,000	1 2 5 7 9	Literacy library Student data	All students will have more access to books on their appropriate reading level	
Special education student progress will be closely monitored and supported to ensure achievement gains. X Addresses missed system safeguard	Teachers SPED Teachers Math Int Read Int Admin		3 4 8 9 10	Student data PLC artifacts Walk-throughs Meetings with SPED staff	Student data from common assessments STAAR ELI KR Report card assessments	

WIG 1: McNair Elementary will improve tiered instruction through implementation of assessment literacy strategies, progress monitoring and intervention, and ensuring that our learning targets are directly linked to all activities and assessments. This will be evidenced by increased student achievement on ELI, Kathy Richardson, report card assessments and STAAR assessments by June 2017.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	T110C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Technology tools, programs, and devices will be integrated into student learning, student creations, and student applications of learning to increase engagement and achievement in all content areas.	Admin Teachers Counselor Math Int Read Int Coaches	T1 \$9,000	2 4 7 10	Lesson plans Walk-throughs Seesaw Dojo Google Docs Minecraft TTESS Observations	Student work Projects Student creations Demonstrations	
Provide a variety of parent involvement opportunities and activities	Admin Teachers	T1 \$1,309	6	Curriculum night Family night	Increased overall parental involvement	
Rtl systems, processes and procedures will be streamlined to ensure that the needs of all students are addressed in an appropriate, timely and intentional manner.	Rtl Team Admin Counselor Teachers Math Int Read Int		1 2 7 9 10	Rtl process Rtl meeting minutes Interventionists schedules Rtl data Student performance data	Efficient referral to interventionists Student work Assessment data	
Teachers will effectively communicate with parents in a timely manner in regards to their students and what is going on in their class and the school.	Teachers		6	Social media posts Newsletters Emails	Great parental involvement in the academics and activities of their students	



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...

District scope and sequence	ELI, KR and TELPAS data
UBD units	System Safeguards
Common assessments	Distinction Designation data
Report card assessments	Accountability Summary Report

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...
Evidence of vertical alignment in reading	More staff members need to embrace technology without hesitation
Evidence of vertical alignment in math	Examine vertical alignment in science
ELI scores help to form reading groups	Increase differentiation strategies further
Using data to drive intervention and enrichment	Increase use of science lab for investigations
Partnerships with outside resources	Continue to close the gap with our SPED students
Extremely overall safe environment	Strengthen RtI system
5 Distinction Designations	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<p>Assessment for Learning staff development - Title 1 funds</p> <p>Technology training - Title 1 funds</p> <p>Additional literacy resources - Title 1 funds</p> <p>Review of curriculum alignment in all content areas to ensure consistent practices</p> <p>Review RtI processes and procedures to ensure streamlined system of intervening with students</p> <p>Training opportunities on best practices with Science - Title 1 funds</p> <p>Provide greater amount of intervention in math - Title 1 funds</p>
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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 patterns and trends	PEIMS data
Attendance data	TAPR Report
Accountability Report	Special program participation

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...
Student enrollment has continued to increase	Our at-risk population continues to grow and warrants additional support and funding
All new teachers hired have ESL certification	Our growing population of foster students and hearing-impaired students needs additional support to help the overall student
Faculty collaboration to address the academic, social and behavioral needs of all students on campus	On-going professional development in working with students and families in poverty.

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

The faculty will continue to take part in on-going professional development regarding working with students in poverty to help in their academic, social and emotional well-being.
Rtl process will be restructured to ensure that we are meeting all the needs of our students in a timely and effective manner.
Partner with community members and resources to meet the needs of all students on campus.



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...

PTA Membership	Volunteer hours
CLT Participation	Parent and family participation in events
Parent surveys	

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...
Family nights	Continue to engage and support at-risk families
Parent meetings	
Parent conference week	
Extracurricular events	
Communication in English and Spanish	
Volunteer hours	
Community partnerships	

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.)...

Continued efforts to engage all families in the school and especially those with an economically disadvantaged background.
Continuing to expand our community partnerships to help us to better meet the overall needs of our economically disadvantaged students and families in all facets of their life.



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...

Campus master schedule	FLEKS intervention schedule
PLC agendas and artifacts	Faculty meeting agendas
Team leaders meetings agendas	Rtl meeting minutes
CLT meeting agendas and minutes	Interventionists schedules

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...
Team leaders and CLT work collaboratively to help support our campus and district initiatives and goals	Rework RtI to provide a strategic, easy to follow process that is streamlined across the campus
Interventionists work well together to ensure that students needing different services are given the opportunity	Review PLC structure and schedule to allow opportunities to go through student data and plan accordingly

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.)...

Reworking the RtI process to ensure that all staff member are aware of the correct way to document and intervene with all students is vital.
Alignment of PLC expectations and practices so that all grade-levels are able to work collaboratively to identify areas of needs with their students and address these needs.



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...

Staff and community surveys	Social media posts
Parent participation	PTA Membership and board feedback
Community partnerships	CLT input and feedback
Classroom and campus observations	

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...
Family involvement	Continued outreach and assistance for our most at-risk student population
PTA membership and activities	Broaden parent communication strategies
Overall positive campus culture	
Connections with local universities	
CHAMPS behaviors and expectations are widely understood and embraced by the staff and students	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

We'll continue to broaden our parent communication strategies to ensure all parents/guardians are aware of what is happening with their student and at the school.
Ensuring that we work with all students on campus, in particular our most at-risk students and families, to help meet their overall needs.



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 certification data	STAAR performance reports
PDAS observation data	BOY-MOY-EOY assessment data
Rtl data	ELI and KR data
Service years	

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...
All teachers are highly qualified and certified	Greater support for new teachers
All new teachers hold ESL certifications	On-going training and support to meet the needs of our at-risk population
High staff retention rates	
Staff appreciation	
Staff seeks our professional development opportunities	

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.)...

Provide additional support and time for new teachers to work with mentors and coaches
Provide additional support and training for working with at-risk population



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 assessment data	TELPAS data
Benchmarks and common assessments	Distinction Designation data
ELI and KR assessment data	Campus comparison group data

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...
5 Distinction Designations earned - Reading, Math, Science, Closing the Performance Gap and Postsecondary Readiness	Full-time math interventionist
Met standard in all indices	Focused PLC times to look at data and plan assessments
Math Coach	
Math interventionist	
Reading interventionists	
Technology available	

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 full-time math interventionist to address our the student’s needs
Revamp our PLC schedule and time together to allow more time to discuss students, where to go from here and plan assessments



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...

Campus professional developments	TIA conference attendance
Observations of technology integration back	TCEA attendance and information brought back
Social media evidence	Teacher and classroom data
Techy team participation	iPad and Chrome pilots

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...
Technology is integrated into lessons	Financial resources to widen our selection of technology available and attend training/professional development
Seesaw, Dojo, Google Drive	On-going professional development
TIA participation	Use of Seesaw campus-wide as a student portfolio
TCEA conference attendance	
Social media is widely used to enhance learning and broaden parental communication	
Technology support	

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.)...

Expand Seesaw to be used campus-wide as a student portfolio
Financial resources to help purchase additional technology and attend professional conferences and training



Summary of Priority Needs

Demographics...

The faculty will continue to take part in on-going professional development regarding working with students in poverty to help in their academic, social and emotional well-being.

Rtl process will be restructured to ensure that we are meeting all the needs of our students in a timely and effective manner.

Partner with community members and resources to meet the needs of all students on campus.

Student Achievement...

We need a full-time math interventionist to address our the student's needs - Title 1 funds

Revamp our PLC schedule and time together to allow more time to discuss students, where to go from here and plan assessments

School Culture and Climate...

We'll continue to broaden our parent communication strategies to ensure all parents/guardians are aware of what is happening with their student and at the school.

Ensuring that we work with all students on campus, in particular our most at-risk students and families, to help meet their overall needs.

Staff Quality, Recruitment and Retention...

Provide additional support and time for new teachers to work with mentors and coaches

Provide additional support and training for working with at-risk population - Title 1 funds

Curriculum, Instruction, and Assessment...

Assessment for Learning staff development - Title 1 funds
Technology training - Title 1 funds
Additional literacy resources - Title 1 funds
Review of curriculum alignment in all content areas to ensure consistent practices
Review RtI processes and procedures to ensure streamlined system of intervening with students
Training opportunities on best practices with Science - Title 1 funds
Provide greater amount of intervention in math - Title 1 funds

Family and Community Involvement...

Continued efforts to engage all families in the school and especially those with an economically disadvantaged background - Title 1 funds

Continuing to expand our community partnerships to help us to better meet the overall needs of our economically disadvantaged students and families in all facets of their life.

School Context and Organization...

Reworking the RtI process to ensure that all staff member are aware of the correct way to document and intervene with all students is vital.

Alignment of PLC expectations and practices so that all grade-levels are able to work collaboratively to identify areas of needs with their students and address these needs.

Technology...

Expand Seesaw to be used campus-wide as a student portfolio

Financial resources to help purchase additional technology and attend professional conferences and training - Title 1 funds

McNair Campus Leadership Team (CLT) 2016-2017

CLT Members

Role	Name
Teacher	Sheryl Spikes
Teacher	Julie Van Pelt
Teacher	Shannon Koch
Teacher	Patricia Massagli
Teacher	Niccole Sefcik
Teacher	John Harris
Campus-Based Nonteaching Professional	Trina Lisenbey
Campus-Based Para or Operations Staff Rep	Caitlynn Thomasson
District-Level Professional	Dwight Goodwin
Parent Rep	Eric Fritsch
Parent Rep	Lindsey Davidson
Community Rep	Dr. Kim Miloch
Business Rep	Kristin Young
Business Rep	Sandy Metzler

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

Date	Time	Location
October 11th, 2016	3:30pm	Library
December 12th, 2016	3:30pm	Library
March 21st, 2017	3:30pm	Library
May 22nd, 2017	3:30pm	Library