Coder Campus Plan

2016-2017

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: TAPR=Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

Mattie Coder Elementary School
Comprehensive Needs Assessment
2016-2017
CODER CAMPUS COMMITTEE MEMBERS

GRADE	TEACHER	YEAR	START
Kinder	Kristi Leeper	1 yr.	2016-2017
1st Grade	Ashley Davis	3 yr.	2014-2015
2nd Grade	Rhonda Wilson	1 yr.	2016-2017
3rd Grade	Cynthia Turner	1 yr.	2016-2017
4th Grade	Linda Surratt	1 yr.	2016-2017
Sp. Ed., Diag., Speech, LA/MT, Counselor Library, P.E., Music, ESL, Nurse, G/T, Computer	Linda Smith Jerry Ballard	1 yr. 2 yr.	2016-2017 2015-2016
District Rep.	Erica Roe Jerry Ballard	1 yr. 1 yr.	2016-2017 2016-2017
District Level Professional	Kathy Allen	3yr	2014-2015

Principal – Amy Sadler
Assistant Principal – Jennifer Hoover
Counselor – Jennifer Kirkpatrick
Parents – Emory Harbuck
     Aimee Baskin
Community – Jason Kirk
     Coby Kirkpatrick
Business – Kevin Wright (Town and Country Bank)
     Mike Moore

Mattie Coder Elementary School
Comprehensive Needs Assessment
2016-2017

<u>Demographics</u>

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

The school has a population of 546 students. The ethnic representation is 18% African American, 15.7% Hispanic, 79.6% White, 0.37% Native American, 0% Asian/Pacific Islander, and 3.5% two or more races. Almost 26.7% of the students at Coder are economically disadvantaged, 73.3% are non-economically disadvantaged, 6.1% are English Language Learners (ELL), 9.3% are Special Education, and 8.1% of the population falls into the at-risk category. The students of Coder Elementary have an attendance rate of 96.7% each day, and staff is composed of teachers averaging 14.5 years of experience.

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

<u>Student Achievement/Curriculum Instruction and Assessment</u>

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

Identified areas of improvement include aligning instructional goals with the state testing standards, Curriculum Based Assessments (CBAs), raising the level of critical thinking through the use of Thinking Maps and writing across content area, and further implementing high yield instructional strategies, known as the Fundamental 5. Figure 19, Staff development and vertical alignment will be utilized to meet these goals. Coder Elementary will also place a strong emphasis on incorporating frequent purposeful small group talk into core instruction time to ensure growth for all students, regardless of their current academic level.

Strengths:
- The school meets or exceeds the state results on STAAR assessments
- Weekly Professional Learning Communities and grade-level collaboration allows for specific planning or training to support all students
- Available assessment data is consistently used to determine school-wide curriculum and teaching strategies in order to differentiate instruction for students
- Support programs are in place that are designed to help supplement and/or extend learning including Special Ed, ESL, Gifted and Talented, RTI, 504, LAMT/Dyslexia, Think Through Math, Reflex Math, and iStation
- Instructional resources such as the literacy library, science lab, laptop labs, media center, and instruction through small group instruction (Daily Five, math stations, etc.) are used to enhance achievement
- Technology and software sources are utilized including Promethean Panels, Student IPads, Reflex Math, microscopes, Windows, Office 2013, Google Docs, STEM Scopes, Think Through Math, and ClassFlow
- Staff support all learners through mentoring and PLC tutoring

Goals for the Year:
- Improve student performance in reading, writing, and math in all student groups while targeting identified sub group needs including ESL, Economically Disadvantaged and Special Education students
- Implement vertical alignment to facilitate the identification of specific curriculum strengths and needs in order to determine instructional strategies that best address student learning standards
- Provide staff development focusing on ClassFlow, Google Docs, Promethean Panels, and RtI
- Further differentiate instruction by utilizing small group lessons during core instruction times. Small groups will be utilized to supplement and/or reinforce learning goals
- Use high yield instructional strategies reflecting Fundamental 5
- Improve automaticity of math facts by using Reflex Math
- Improve SPED scores by using differentiated instruction, small groups, and IEP's
- Use Response to Intervention (RTI) as a consistent and systematic procedure to support our sub-groups
- Develop plans to support learners who are high-achievers and "bubble" commended students to push them to the next level
- Use student incentives and support programs to improve overall attendance rates
- All students will make at minimum a year's growth as measured by the reading and math STAAR

Last Updated: 9-21-2016

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: TAPR=Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

School Culture and Climate

The mission of Coder Elementary School is to provide each individual with a safe and nurturing environment that promotes social and academic growth and Prepares children for our changing society. The staff believes that the added involvement of family and community at Coder has played a vital role in attaining the mission that we strive to achieve each year. According to Parent Survey administered at the conclusion of the 2015-16 school year, parents are confident that their children are safe at school and feel that our school has a respectful and caring atmosphere.

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

Strengths:
- District and school wide safety procedures are in place and are regularly practiced by staff and students
- Parent climate surveys reveal that 93% of parents feel confident that their children are safe at school
- Execute campus and district initiated table top safety exercises allowing staff to problem solve through safety scenarios in order to equip staff to handle a variety of safety issues
- Encourage student leadership and safety through Student Council members and activities
- Have Watch DOG volunteers play a greater role in promoting school wide expectations and building a warm and nurturing school environment
- 90% of parents cite Coder as providing an excellent learning environment for their children with a welcoming and respectful atmosphere within the school
- Campus provides student support activities such as Dot Day, Blue Out Day, Comfort Dog, etc.

Goals for the Year:
- Implement strategic campus recognition of student successes by hosting power rallies and awarding students with spirit tags
- Explore methods for increased communication for outdoor play areas
- Consider a more specific safety plan regarding the area around the south playground
- Consider building a committee tasked with submitting positive things about Coder students and staff to local newspaper

Family and Community Involvement

"We are here to educate, nurture, and value our children as if they are precious jewels.
We will prepare our students for the future, impact their lives, and empower them to fulfill their dreams.
In supporting the community and each other, we will make a difference."
- The Coder Elementary Staff, 2010-2011

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

While Coder Elementary has a strong PTO and active parental involvement, an effort will be made to further include volunteers in academic activities that take place on the campus. In turn, the campus would like to build student leadership and support for community efforts through student council projects. Campus support for PTO initiatives will also be increased by staff regularly attending PTO meetings in order to stay informed of events and provide opportunities for campus participation in fundraising.

Strengths:
- According to climate surveys, 93% of parents and community members feel welcome and are encouraged to participate in events and activities at Coder
- The PTO has built strong support for Coder through the offering of volunteers, time, money, and resources
- Multiple communication platforms are used to communicate with parents such as newsletters, notes, marquee, Parentlink phone calls, Facebook, and school/teacher web-site, Remind 101, Class Dojo, Twitter
- Positive and supportive relationships have been established with school mentors and social service agencies like the Center of Hope, AdvoCats, Snack Pack Buddies, and Connections
- Student council is involved in service projects as a means of giving back to our community

Goals for the Year:
- Create additional opportunities for parents and community members to get involved in academic ventures at Coder
- Have a staff representative at monthly PTO volunteer meetings and keep the school informed on their goals and events
- Increase parent awareness of student progress through more efficient use of Parent Portal by building a new user tutorial, adding a relevant section to the Coder Addendum in the Student Code of Conduct, and maintaining communication with technology to make Parent Portal more user friendly

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs
Assessment: TAPR=Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System   6

<u>Staff Quality, Recruitment and Retention</u>

Coder Elementary has an experienced and highly qualified staff of 26.5 teachers and 3 professional support staff members. This staff has a large percentage of staff members having additional endorsement certificates such as ESL, Gifted and Talented, Early Childhood, or Special Education. Coder staff members participate in professional development activities that integrate cross-curricular instruction. The teachers are specifically trained in differentiating instruction, balanced literacy, interactive technology, and Thinking Maps. All new teachers are provided staff development that includes: T-TESS Training, TBSI Training, New Teacher Orientation, ESL Certification, Crisis Prevention Intervention, Gifted and Talented Training, Fundamental 5 Training, and Texas Reading Academies.

In order to give teachers a voice and the opportunity to impact the instructional decisions for the campus, Coder will have teachers participate on committees that oversee all aspects of the school including safety, parent/community involvement, professional development, teacher morale, school events, and site-based decision making. A strategic plan will also be devised to give teachers time to collaborate on lesson planning, to implement professional development, and to studying student expectations. Both endeavors will focus on using teacher talents to move the school into new realms of achievement and build unity and collaboration among the staff in the Texas Essential Knowledge and Skills (TEKS)

Strengths:
- Professional staff is 100% highly qualified
- Staff attends research based staff development in instructional practices, balanced literacy, interactive technology, and Thinking Maps
- Teachers target instruction to meet campus and district goals
- Ventures, a structured Interview process, is used at each interview
- According to the 2015-2016 Teacher Survey, teachers feel empowered to make decisions regarding classroom instruction

Goals for the Year:
- Create committees that allow teachers to participate in campus planning and decision making
- Increase collaboration opportunities for staff to plan lessons, implement professional development, and study student expectations in the TEKS
- Look for opportunities to highlight teachers' talents through campus leadership, volunteer roles, and teacher spotlights on Twitter
- Support professional growth through collaborative opportunities such as vertical alignment planning meetings and volunteer or leadership roles through Student Council or Destination Imagination
- All staff will acquire social/ emotional training for what is developmentally appropriate for their students
- Each previously trained staff member will have a refresher training in Capturing Kids' Hearts and new staff will be trained during the first year in Capturing Kids' Hearts

7

School Context and Organization

Aledo ISD, PTO, and community partners have gone to great measures to ensure that Coder Elementary is financially stable and has the funding necessary to support school endeavors. Their support along with the use of Title I funding has given Coder the means of purchasing instructional materials and supplies in order to provide a sound educational environment, meet the needs of the ever-changing student population, and provide enrichment opportunities. Coder Elementary received funds through the Education Foundation Grants which fund B-L-E-N-D-I-N-G Boards to Books - Teaching Our Little Bearcats to Read, Math Pentathlon, Pump, Pump, Pump it Up! Heart Obstacle Course. In addition to financial support, Coder Elementary has been given a safe, secure, and up to date facility. Throughout each school year, the facility is maintained and modified based on collaboration between campus administration, district maintenance and custodial staff. Maintenance requests are expedited through the Eduphoria system, a processing system that allows staff to input maintenance requests. This has resulted in timely repair of the building and documentation to ensure that all needs are addressed.

In alignment with campus instructional goals, Coder Staff wants to ensure good stewardship of monies by ensuring that all purchases are related to school goals. This will be accomplished through the use of teacher collaboration to identify sound instructional resources that could be purchased to support academic attainment. Teachers will also submit grant applications to the Aledo Education Foundation as an additional means of soliciting financial support of academic endeavors. In addition, focus will be given to the goal of maintaining and prolonging the integrity of the facility. This feat will be accomplished by periodically checking the building for physical and technological needs and by further utilizing Eduphoria to meet maintenance and technology requests as needed.

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

Goals for the Year:
- Conduct inspection of playground and playground facilities equipment and initiate timely repairs
- Conduct review of instructional materials for purchase during teacher collaboration and professional development sessions in order to find resources that align with campus goals
- Make grant requests to the Aledo Education Foundation for financial support of innovative teaching resources
- Further utilize technology to communicate information such as maintenance and technology needs in order to maintain the integrity of the facility, student progress, and attendance concerns
- Enforce school-wide hallway safety and behavior rules including no running or talking in the halls

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs
Assessment: TAPR=Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System   8

Technology/Continuous Improvement

The role of educating Aledo's youth is a task that Coder Elementary takes very seriously. In an effort to ensure excellence, Coder annually evaluates the effectiveness of campus programs and processes. This feat is accomplished through the review of data in the areas of student achievement, teacher walkthroughs, and parent/teacher surveys. This data is studied, discussed by the campus, and used as a planning tool to formulate the yearly campus action plan. Another vestal for achieving overall campus improvement is the institution of automated internal systems such as Eduphoria, AESOP, Parent Portal, School Fusion, and the Employee Access Systems. The usage of these systems was initiated during the 2011-2012 school year and has been used to increase school efficiency and build strong methods of communication. The increase in usage of instructional technology including StemScopes, Envision, Reflex Math, iStation, Think Through Math, Reflex Math, and assorted "web apps" such as Twitter, Facebook, Parent Link, and Remind101 directly impacts instruction and student learning at Coder. Staff members have continued to utilize these tools and have branched out to share information with parents through the incorporation of these systems and programs.

The usage of campus evaluation data is an essential goal for Coder Elementary. Staff members not only want to use the data to formulate a school action plan, they also want to ensure that growth is made in all areas highlighted during the data review process. Goals will be set and continually reviewed throughout the year in an effort to keep Coder focused on achieving excellence in all aspects of the school. In addition, Coder staff will work to become further accustomed to entering, accessing, and sharing data using the automated internal systems as a means of school improvement. Staff members will continue to seek out ways to further incorporate technology into daily lessons. Staff will investigate the possibility of acquiring a set (24) of IPads per grade level and using web apps with the intention of supporting the curriculum, enriching the content, and producing student products.

Strengths:
- The campus utilizes state and local assessment data as well as teacher and parent climate surveys to evaluate the effectiveness of campus programs and to create a yearly action plan
- The evaluation process has revealed that Coder is improving in academic achievement for all students and overall parent satisfaction ratings
- Staff members are using the automated internal systems to support academic achievement

Goals for the Year:
- Continually review and evaluate campus achievement to ensure growth for all students
- Research and utilize technology resources that can be utilized to enhance instructions, such as a class set of iPads for each grade level, Chrome Books, headphones for each students, training and opportunities for practice and integration of relevant web apps, collaboration with the school librarian, and support of district curriculum provided through technology
- Research ways to effectively utilize current technological devices such as iPads, Chrome Books, and Promethean Panels.
- Establish opportunities for vertical teaming with the purpose of building a consistent and cohesive research method
- Grade level specific training to better utilize the features of Promethean Panels and iPads