

CROCKETT EL

Campus Improvement Plan

2011/2012

Date Reviewed: 09/30/11

Date Approved: 09/30/11

CROCKETT ELEMENTARY

Mission

Crockett Elementary School, with unyielding commitment to excellence, will provide an exceptional academic program that recognizes the unique potential of each student and integrates the intellectual, social, cultural, and physical aspects of learning.

Vision

Through the combined efforts of home, school, and community our students will:

- * be educated in a positive atmosphere with trust and respect, along with our high academic expectations that will provide the confidence and ability to meet the challenges that allow our students to prepare for their future.*
- * be provided a simulating curriculum with meaningful hands-on learning experiences which encourages and promotes family involvement.*
- * be provided a well-organized environment with consistent discipline*
- * be provided leadership, citizenship, critical thinking, and technology skills.*
- * be well-rounded to develop a positive, productive self-worth and high self-esteem which impacts their environment.*

CROCKETT EL Site Base

Name	Position
AGUIRRE, JULIA	SPECIAL PROGRAMS TEACHER
CANTU, ALBINO	FOURTH GRADE TEACHER
ELIZONDO, LAURA	PARENT
FLORES, REBECCA	PK/K TEACHER
GARCIA, JUAN MANUEL	PRINCIPAL
GATHWRIGHT, GERALD	COMMUNITY REPRESENTATIVE
GONZALES, JOE	COMMUNITY REPRESENTATIVE
HUERTA, JOVITA	DAY CARE
MARTINEZ, EVA	THIRD GRADE TEACHER
PEARCY, JAMES	DISTRICT-LEVEL NONTEACHING PROFESSIONAL
RAMIREZ, IRMA	COUNSELOR
RODRIGUEZ, CYNTHIA	DEIC MEMBER
SALAS, BELINDA	PARENT
SANCHEZ, EUDELIA	SECOND GRADE TEACHER
SAUCEDO, NOEMI	FIRST GRADE TEACHER

CROCKETT EL

Goal 1. Maintain safe and secure learning environments for all students

Objective 1. Implement programs and professional development with an emphasis on student relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PAWS Meetings (Title I SW: 6,9) (Title I TA: 1,5,7,8) (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal(s), Counselor(s), Intervention Specialists	September 2011 thru May 2012	(O)Local Districts	Formative - Minutes/Outcome of each meeting and plan put in place for each student.
2. Staff development: Staff and students will receive training on disaster drills/codes (fire drill, code white, tornado,etc.) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Cafeteria Staff, Campus Staff, Extracurricular Staff , Instructional Staff, Intervention Specialists, Lab Manager, Librarian, Paraprofessionals	First Week of School	(O)Local Districts	Formative - Drill Practices
3. Dress Code: All students will follow the dress code. (Target Group: All)	Campus Staff	Daily	(O)Local Districts	Formative - Reduction in referrals for dress code violations.
4. Identification: All faculty and visitors will have an identification card that must be worn at all times. Raptor Software to screen for registered sexual offenders and criminal background checks for school volunteers. Sign/Sign out procedures for visitors, parents, and volunteers. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Staff, Principal	August-May	(L)Local, (O)Local Districts	Formative - Audits/Incidents of unauthorized visitors on campus will decrease by 95%.
5. Parental Presentations: Parent Liason will have presentations on topics for parents. (Target Group: All)	Parent Liason	September-May	(O)Local Districts	Formative - Sign In sheets
8. Parent Communication Folders, progress reports, and report cards (Title I SW: 7) (Target Group: All)	Campus Staff	August-May	(O)Local Districts	Formative - Folders, progress reports,and report cards
9. Phase Training (Title I SW: 4,5,8) (Title I TA: 6) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Curriculum	August- May	(O)Local Districts	Formative - Sign Sheet
10. District Curriculum Assessments (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Curriculum, Campus Staff	September thru May	(O)Local Districts	Formative - Results from DCA

CROCKETT EL

Goal 1. Maintain safe and secure learning environments for all students

Objective 1. Implement programs and professional development with an emphasis on student relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Character Awareness Classes(individual student refferals) (Title I SW: 1,10) (Target Group: All) (NCLB: 4)	Counselor(s)	August-May	(O)Local Districts	Formative - Number of discipline referrals will decrease by 80%

CROCKETT EL

Goal 1. Maintain safe and secure learning environments for all students

Objective 2. Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will be trained in the use of strategies in Crisis Prevention Intervention techniques. (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Staff, Principal	August- May	(F)IDEA Special Education, (O)Local Districts	Formative - 25% of teachers will be trained in Crisis Prevention Intervention
2. Utilization of Alert Now System for emergency notifications to all staff and students. (Title I SW: 1,10) (Target Group: All) (NCLB: 4)	Campus Staff	August-May	(L)Local, (O)Local Districts	Formative - 100% of teachers will be informed of crisis.

CROCKETT EL

Goal 1. Maintain safe and secure learning environments for all students

Objective 3. Maintain strategies for Energy Conservation and Recycling

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett Conservationist (Target Group: All)	Club Sponsors	August-May	(O)Local Districts	Formative - Club Meetings

CROCKETT EL

Goal 1. Maintain safe and secure learning environments for all students

Objective 4. Provide opportunities to support health and wellness for employees and students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School Health Fair for Staff (Target Group: All)	District Nurse	First Semester	(O)Local Districts	Formative - Sign Sheet
2. Vision and Hearing Screening (Title I SW: 1) (Target Group: All) (NCLB: 4)	District Nurse	Yearly	(O)Local Districts	Formative - To identify students with hearing and vision problems.

CROCKETT EL

Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 1. Provide academic information to parents on the progress of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett Elementary will disseminate grades online and through interim progress reports and report cards. (Title I SW: 6) (Target Group: All) (NCLB: 1,2,3)	Teacher(s)	August-May	(O)Local Districts	Interim Porgress Reports and Report cards will be given to all students.

CROCKETT EL

Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 2. Provide opportunities for community members to partner with Crockett Elementary in the education of our students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselor will assist students and families in need, conduct home visits to ensure consistent attendance, and coordinate family meetings to address additional needs. (Title I SW: 2,3,6) (Title I TA: 2,3,4,7,8) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Counselor(s), Parent Liason, Principal	August-May	(O)Local Districts	Formative - 90% of families in need are contacted by counselor. Attendance increased by 2%
2. Crockett Elementary will conduct at least a yearly open house for the parents and community to learn more about their school, teachers, and environment. Additional open houses will be determined by the campus. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	August-May	(L)Local	Formative - At least one Open House sponsored by Crockett Elementary

CROCKETT EL

Goal 3. Employ highly effective teachers and staff that are committed to achieving the mission of HCISD.

Objective 1. Provide high quality staff development

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In service days will support curriculum. EX.Campus Policies and Procedures, Dissecting the TEKS, STAAR Transition (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	August-May	(O)Local Districts	Quarterly review targeted staff development on in service days

CROCKETT EL

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 1. Demonstrate academic success on all measurable outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of Odyssey Lab and Math Facts in a Flash, Accelerated Reader, My Reading Coach, Edusmart and other computer programs. As well as, hands on science lab and other content areas. (Title I SW: 1,3,9) (Target Group: All) (NCLB: 1,2,3)	Lab Manager, Teacher(s)	August-May	(O)Local Districts	Formative - At least 80% of students will be on grade level with support from programs.

CROCKETT EL

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 2. Create an environment that supports advanced academic performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the Gifted and Talented Program to provide additional support to the high performing student. (Title I SW: 1,3,9) (Target Group: All) (NCLB: 1,2)	Principal, Teacher - GT / AP, Teacher(s)	August-May	(O)Local Districts	Formative - Students will perform at more challenging level and student works will be displayed.

CROCKETT EL

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 3. Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. establish vertical teams for all subject matters to ensure that all identified groups are adhering to YAGS,TEKS, and CCR. (Title I SW: 1,3) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	August - May	(O)Local Districts	90% mastery in DCA and Staar Test
2. Special Education and General Education teachers will collaborate together using DMAC data,DCA, YAGS, TEKS to create lessons that provide student success. (Title I SW: 1,2,3) (Target Group: SPED) (NCLB: 3)	Special Ed Department, Teacher(s)	August- May	(F)IDEA Special Education	Individual Success rate on DCA.

CROCKETT EL

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 4. Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will have bi monthly collaboartive team meetings for data analysis of curriculum through DMAC, DCA, Unit Assessments and INOVA. (Title I SW: 1,3,9) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Instructional Facilitators, Principal, Teacher(s)	August-May	(O)Local Districts	Mastery in STAAR
2. The librarian will provide additional support by providing enriched lessons integrated with technology resources. (Title I SW: 3) (Target Group: All) (NCLB: 1)	Librarian, Teacher(s)	August-May	(O)Local Districts	Formative - Students will have experiences with technology lesson and utilize databases.
3. Instructional Facilitator will provide instructional coaching and curriculum assistance. (Title I SW: 1,2,3,9) (Target Group: All) (NCLB: 1,2,3)	Instructional Facilitators, Teacher(s)	August-May	(O)Local Districts	Formative - Teachers will meet with facilitator monthly to collaborate best practices.
4. A universal screener will be administered to students in K-5 to assess reading and math skills. Based on the results students will be placed in appropriate tiers for intervention. (RTI) (Title I SW: 1,2,3,9) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Intervention Specialists, Principal, Teacher(s)	August-May	(O)Local Districts	Formative - Students will be placed in appropriate tier for intervention.



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/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.

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> ● 2008-2009 AEIS Report | <ul style="list-style-type: none"> ● | |
| <ul style="list-style-type: none"> ● 2009-2010 Attendance Data | <ul style="list-style-type: none"> ● | |
| <ul style="list-style-type: none"> ● E-School Plus | <ul style="list-style-type: none"> ● | |
| <ul style="list-style-type: none"> ● Enrollment | <ul style="list-style-type: none"> ● | |
| <ul style="list-style-type: none"> ● Mobility | <ul style="list-style-type: none"> ● | |

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

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

- Attendance is above 96%
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- ECD Population is _____
- At Risk Population in 3-5 is _____
- Class size in Pre-K is over 22 to 1 ratios
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Continue to increase attendance percentages
- Monitor REACH program to _____
- Monitor class size
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



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
- TELPAS 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, Dropout, 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.

- | | |
|---|---|
| <ul style="list-style-type: none"> ● State TAKS Data <hr/> ● DMAC Data <hr/> ● INOVA Data <hr/> ● SAT10 Data <hr/> ● TPRI Data <hr/> | <ul style="list-style-type: none"> ● TELPAS Data <hr/> ● <hr/> ● <hr/> ● <hr/> ● <hr/> |
|---|---|



Comprehensive Needs Assessment

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.
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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.

- | | |
|---|---------|
| ● Classroom and School Walkthrough Data | ● _____ |
| ● Feedback Data | ● _____ |
| ● Parent Conferences | ● _____ |
| ● Discipline Referrals | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

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 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

- Safe Environment no issues with weapons, drugs, unauthorized visitors
- High Expectations for all stake holders
- Climate conducive to learning
- Effective Vertical Team Building
- Grade Level Collaboration built into the master schedule
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Improve behavior on school buses
- Decrease discipline referrals that are minor in nature
- Increase recognition of positive behavior on campus
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Continue to work on safe and secure environment
- Work on decreasing office referrals
- Increase teambuilding opportunities
- Work on increasing opportunities to recognize positive behavior on campus
- _____
- _____
- _____
- _____
- _____
- _____
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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 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 | ● | _____ |
| ● Highly Qualified Teachers and Staff | ● | _____ |
| ● PDAS | ● | _____ |
| ● Student/Teacher Ratio | ● | _____ |
| ● Staff Mobility/Stability | ● | _____ |

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

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

- All teachers are highly qualified

- 16 out of 21 classroom teachers are biligually certified

- Very Little Mobility among teachers

- SPED Resource teacher and RTI teacher are biligually certified

- New teachers are provided with mentor teachers

- District provides quality staff development

- Grade Levels are provided with common planning and collaboration time

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Needs

- Reduce Class Size in Pre-K and 1st

- Provide more staff development opportunities

- More teacher walk thrus for 1st year teachers

- Increase use of PLC

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Summary of Needs

- Expand bilingual certification in 4th grade and SPED.

- Increase the number of walk thrus for 1st year teachers.

- Utlize more components of PLC such as teacher to teacher observation and peer coaching

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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.

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Benchmarks ● _____ ● Lesson Plans ● _____ ● Sharon Wells Assessments ● _____ ● Pearlized Math Assessments ● _____ ● Odyssey ● _____ | <ul style="list-style-type: none"> ● C-Scope timelines/YAGs ● _____ ● _____ ● _____ ● _____ ● _____ |
|--|---|

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

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

- Data is used to drive instruction and specific interventions needed
- C-Scope YAGS ensure
- _____
- _____
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Needs

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Summary of Needs

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Comprehensive Needs Assessment

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
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
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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.

● Enrollment	● _____
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

See page 12 of the guide for probing questions related to Family and Community Involvement.



Comprehensive Needs Assessment

School Context and Organization

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

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & 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.

- | | |
|--|---|
| <ul style="list-style-type: none"> ● School Structure <hr/> ● Decision Making Process <hr/> ● Duty Rosters <hr/> ● Handbook <hr/> ● After School Programs <hr/> | <ul style="list-style-type: none"> ● Master Schedule <hr/> ● <hr/> ● <hr/> ● <hr/> ● <hr/> |
|--|---|

See page 13 of the guide for probing questions related to School Context and Organization.



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
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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. - Superintendent

List the actual data sources reviewed below.

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|------------------------------------|---------|
| ● STaR Chart | ● _____ |
| ● Technology Hardware and Software | ● _____ |
| ● Campus Technology needs | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"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

- All teachers have access to computers in their room.
- Staff integrate technology in to their lessons
- Technology is used to create and submit all lesson plans.
- Studnets have access to a campus computer lab
- Technology is used to retrieve data that drives instruction
- _____
- All teachers have access to computers in their room
- _____
- _____
- _____
- _____

Needs

- _____
- _____
- _____
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- _____
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Summary of Needs

- Training needed in the are of Microsoft Office Suite
- Training needed to _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Demographics

Continue to increase attendance percentages
Monitor REACH program to
Monitor class size

School Culture and Climate

Continue to work on safe and secure environment
Work on decreasing office referrals
Increase teambuilding opportunities

Curriculum, Instruction and Assessment

School Context & Organization

Student Achievement

- Monitor 5th grade student progress in Math and Reading 4th grade sco
- Improve writing proficiency rates for subgroups
- Improve SAT10 proficiency in accordance with national standards
- Improve Science instruction in K-2.
- Improve Math Objective 1 and 6 in all grade levels
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Teacher Quality

- Expand bilingual certification in 4th grade and SPED.
- Increase the number of walk thrus for 1st year teachers.
- Utilize more components of PLC such as teacher to teacher observation
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Family & Community Involvement

- F&C Need 1
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Technology

- Training needed in the are of Microsoft Office Suite
- Training needed to
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