

# TREASURE HILLS EL

## **Campus Improvement Plan**

2011/2012

*Every day, in every way, we're getting better and better!*

Date Reviewed:

Date Approved:

# TREASURE HILLS EL

## **Mission**

*To provide a safe, positive learning environment built on successful experiences in academic pursuits.*

## **Vision**

*Treasure Hills Elementary students will develop the knowledge, skills, and lifelong learning habits that prepare them for college and a successful life.*

### Nondiscrimination Notice

TREASURE HILLS EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# TREASURE HILLS EL Site Base

Name	Position
Allen, Carrie	DEIC member
Bender, Chad	4th grade teacher
Blakeslee, Craig	Parent
Cavazos, Monica	3rd grade teacher
Celis, Mary	2nd grade teacher
De la Garza Fields, Mia	community representative
Durham, Sheri	Special Programs teacher
Fitting, Deb	District-level non-teaching professional
Hinkle, Lillian	community representative
Infante, Patricia	PK/K teacher
Jones, Ira	business representative
Pena, Melissa	5th grade teacher
Perry, Olivia	Campus-Based non-teaching professional
Ramalingham, Ranjhani	parent
Vento, Larisa	1st grade teacher

# TREASURE HILLS 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. Continue to implement Character Counts character education program K-5. (Target Group: All) (NCLB: 4)	Counselor(s)	yearly	(L)Local, (S)Local Funds	Summative - A survey will be given at the end of the year to assess the effectiveness of the program.
2. A Behavior Team will be created to develop positive behavior supports on campus. (Title I SW: 2,7,9) (Title I TA: 1,4,8) (Target Group: All)	Campus Staff, Principal	ongoing	(L)Local, (O)Outside Community Resources	Summative - A survey will be given to determine effectiveness of initiatives carried out through the year.

# TREASURE HILLS 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. All campus visitors will check in at the office and receive a visitor's pass (Raptor) during school hours. (Target Group: All) (NCLB: 4)	Receptionist	semester	(S)Local Funds	Summative - End of year safety survey.
2. All campus volunteers will submit and pass a background check prior to volunteering on campus. (Target Group: All)	Parental Involvement, Principal	ongoing	(L)Local	Summative - End of year safety survey.
3. Uniform dismissal procedures will be in place for all grade levels. (Target Group: All) (NCLB: 4)	Teacher(s)	ongoing	(L)Local	Summative - End of year safety survey.

# TREASURE HILLS EL

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

**Objective 3.** Maintain strategies for Energy Conservation and Recycling Management Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students and teachers will participate in a recycling program. (Target Group: All)	Student Council Sponsor	quarterly	(O)Outside Community Resources	Summative - End of year programs survey.

# TREASURE HILLS 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. Staff will participate in District Wellness Information and Screening program. (Target Group: All)	School Nurse	January	(L)Local	Summative - End of year programs survey.
2. Students will participate in fitnessgram activities. (Target Group: All)	PE Teachers	annual	(L)Local	Summative - Fitnessgram report.

# TREASURE HILLS EL

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

**Objective 1.** Provide opportunities for all parents to participate in activities as a partner in their child's educational process

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Actively recruit parent and community volunteers for the parent center and HOSTS. (Title I TA: 7) (Target Group: All) (NCLB: 1)	Parent Liason	monthly	(L)Local	Summative - Parental Involvement report monthly of volunteers coming to school/field trips/HOSTS/other activities.
2. Parent/Teacher conferences will be held at minimum twice per school year for every student. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All, ECD, AtRisk) (NCLB: 1,5)	Teacher(s)	semester	(L)Local	Summative - Teacher Parent conference logs.

# TREASURE HILLS EL

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

**Objective 2.** Provide academic information to parents on the progress of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will actively promote parental awareness of online grade access system. (Target Group: All) (NCLB: 1,5)	Librarian, Teacher(s)	ongoing	(L)Local	Summative - Increase in percentage of parents using online system.

# TREASURE HILLS EL

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

**Objective 3.** Provide opportunities for community members to partner with HCISD in the education of our students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Committee will actively seek avenues for partnerships for with local businesses and medical organizations in our community. (Title I SW: 1,6,8,10) (Target Group: All) (NCLB: 1,4,5)	Community Steering Committee, Principal	ongoing	(O)Outside Community Resources	Summative - Community and campus survey at the end of the year.

# TREASURE HILLS EL

**Goal 3.** Employ highly effective teachers, principals, 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. All teachers will be trained in the transition to STAAR assessment. (Title I SW: 1,4) (Target Group: All) (NCLB: 1,2,5)	Curriculum & Instruction Dept.	ongoing	(L)Local	Summative - End of training surveys.

# TREASURE HILLS EL

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

**Objective 2.** Stay abreast of current technological trends that affect student learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will be trained in new technological trends in education. (Title I SW: 3) (Target Group: All)	Team Leaders	ongoing	(L)Local	Summative - End of year staff development survey.

# TREASURE HILLS EL

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

**Objective 1.** Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will be trained in transition to STAAR assessment. (Title I SW: 1,3,4) (Title I TA: 1,2,5,6) (Target Group: All) (NCLB: 1)	Curriculum & Instruction Dept.	ongoing	(L)Local	Summative - Training surveys.
2. Campus vertical teams will meet as part of the professional learning community to analyze data and learn about vertical alignment. (Title I SW: 1,4) (Target Group: All) (NCLB: 1,2,5)	Teacher(s)	quarterly	(L)Local	Summative - Surveys following meetings.
3. Campus grade level teams will meet as part of the professional learning community to analyze data and plan accordingly. (Target Group: All) (NCLB: 1,2,3,5)	Instructional Facilitators, Principal	biweekly	(L)Local	Summative - Grade level meeting agendas and meeting minutes.

# TREASURE HILLS EL

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

**Objective 2.** Allocate resources to support high quality instruction based on student needs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Response to Intervention will be used to identify and address specific student needs. (Title I SW: 1,5,8,9,10) (Target Group: ECD, ESL, LEP, AtRisk) (NCLB: 1,2,5)	Instructional Intervention Specialist	ongoing	(L)Local	Summative - End of progress monitoring period reports show overall student growth.
2. Computer-based programs will be used to support the needs of Tier II and Tier III students. (Title I SW: 1,9,10) (Target Group: ECD, ESL, Migrant, LEP, AtRisk) (NCLB: 1,2)	Assistant Principal(s)	ongoing	(L)Local	Summative - Reports of overall academic growth in areas progress monitored.
3. Computer-based programs will be used to address the needs of all students. (Title I TA: 1,3,8) (Target Group: All)	Assistant Principal(s)	ongoing	(L)Local	Summative - Program reports will be analyzed for student growth every grading period.

# TREASURE HILLS 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 high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure optimal use of library services by teachers and students on campus. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Teacher(s)	ongoing	(L)Local	Summative - End of year survey of library services.

# TREASURE HILLS EL

**Goal 5.** Inspire students to pursue their passion into post-secondary education.

**Objective 1.** Establish a culture in which students develop a vision of their post-secondary future

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partnerships will be developed with local businesses and the medical community that will promote a vision of post-secondary education in students. (Title I SW: 1,6) (Target Group: All) (NCLB: 1,5)	Community Steering Committee	ongoing	(O)Outside Community Resources	Summative - End of year community and campus survey.
2. Student Council will focus on government and civic leadership activities to develop a vision of a post-secondary future in students. (Target Group: All) (NCLB: 5)	Student Council Sponsor	ongoing	(L)Local	Summative - End of year survey of student council members.
3. The Music program will be expanded to promote music education and inspire students to pursue their passion into post-secondary education. (Title I SW: 3,10) (Target Group: All) (NCLB: 5)	Teacher(s)	ongoing	(L)Local	Summative - End of year evaluation of programs.
4. After-school events will have a direct connection to the learning taking place in the classrooms, as well as a connection to a vision of a post-secondary future. (Title I TA: 1,2) (Target Group: All)	Assistant Principal(s), Principal	ongoing	(L)Local	Summative - Event evaluation form to check for the direct connection to learning and a post-secondary future.



## 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.

- |                               |                            |
|-------------------------------|----------------------------|
| ● Enrollment                  | ● AEIS Report 09-10, 08-09 |
| ● _____                       | ● _____                    |
| ● Attendance                  | ● PBMAS                    |
| ● _____                       | ● _____                    |
| ● Ethnicity data              | ● _____                    |
| ● _____                       | ● _____                    |
| ● Retention Report 2010, 2009 | ● _____                    |
| ● _____                       | ● _____                    |
| ● At Risk Report              | ● _____                    |
| ● _____                       | ● _____                    |

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







## 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.

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|----------------------------------|-------------------------------|
| ● TAKS data 2009-2011            | ● Unit Assessments 2011 (2-5) |
| ● _____                          | ● _____                       |
| ● TELPAS data 2010-2011          | ● Lesson Plans 2011           |
| ● _____                          | ● _____                       |
| ● Stanford 10 data 2011 (K-2)    | ● Report Card reports 2011    |
| ● _____                          | ● _____                       |
| ● TPRI data 2009-2011 (K-2)      | ● _____                       |
| ● _____                          | ● _____                       |
| ● District Benchmarks 2011 (1-5) | ● _____                       |
| ● _____                          | ● _____                       |

## 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

- 3rd grade Math: Overall 92% pass, 45% commended.

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- 3rd grade Reading: Overall 96% pass, 43% commended.

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- LEP Math/Reading commended rate: LEP students 67%/56%

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- 4th grade overall Math pass/commended: 95%/42%.

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- 4th grade overall Writing pass/commended: 95%/42%

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- 5th grade overall Reading pass/commended: 90%/38%

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- 5th grade overall Math pass/commended: 91%/51%

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- 3rd-5th grade G/T: 100 percent pass, all subjects, all commended 70%+.

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### Needs

- 5th grade Reading: At Risk 71% pass, 0% commended

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- 5th grade Math: At Risk 73% pass, 17% commended

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- 4th grade Reading: At Risk 61% pass, 14% commended

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- 4th Grade Math: At Risk 82% pass, 21% commended.

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- 5th grade Math: SPED 57% pass, 0% commended.

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- 5th grade Reading: SPED 44% pass, 0% commended.

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- 3rd grade At Risk, Commended: Reading, 24%, Math 27%.

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- 5th LEP pass/commended: Reading, 57%/0%; Math, 67%/33%

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- Increase in TPRI Develop Scores grades K-2.

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## Summary of Needs

- Increase 4th-5th at-risk pass and commended scores (5% on TAKS/STAAR comparison)
- Increase 4th Reading overall scores (7% on TAKS/STAAR comparison).
- Increase 4th-5th LEP Reading pass and commended scores (comparable to other subgroups).

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- Increase 5th SPED scores in all areas (comparable to other subgroups).

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- Increase 5th Science overall scores (5% on TAKS/STAAR comparison).

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- Increase at-risk commended percentage (5% on TAKS/STAAR comparison).

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- Increase the number of students to Developed on TPRI to above 90% (K-2).

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## 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.

- |                        |         |
|------------------------|---------|
| ● Survey               | ● _____ |
| ● Interviews           | ● _____ |
| ● Safe Schools Report  | ● _____ |
| ● Discipline Referrals | ● _____ |
| ● _____                | ● _____ |

See page 9 of the guide for probing questions related to School Culture and Climate.





## 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.

- |                                 |         |
|---------------------------------|---------|
| ● Eduphoria PD data             | ● _____ |
| ● PDAS data 2010-2011           | ● _____ |
| ● Teacher Certification Records | ● _____ |
| ● Staff Mobliity/Retention      | ● _____ |
| ● _____                         | ● _____ |

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





## 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.

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|---|--|
| <ul style="list-style-type: none"> <li>● Benchmarks 2010-2011</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Common Assessments 2nd-5th grades</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Lesson Plans</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● 09-10 AEIS report</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Accountability Rating</li> </ul> <hr/> | <ul style="list-style-type: none"> <li>● Campus Schedules</li> </ul> <hr/> <ul style="list-style-type: none"> <li>●</li> </ul> <hr/> <ul style="list-style-type: none"> <li>●</li> </ul> <hr/> <ul style="list-style-type: none"> <li>●</li> </ul> <hr/> <ul style="list-style-type: none"> <li>●</li> </ul> <hr/> |
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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

- Instructional Facilitator

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- Common Planning times (extended)

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- Use of Common Formative Assessments in grades 2-5

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## Needs

- Common Planning times weekly (as a grade level)

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- Common Planning times (extended, correlating to data availability for analyzing).

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- Vertical Teams to focus on alignment of curriculum, assessment and instruction.

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- Focus on sub-populations for targeted instruction.

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# Summary of Needs

- Provide staff development in differentiated instruction.
- Continue to refine the Response to Intervention process to target student needs.
- Provide staff development for teachers of students serviced by SPED.
- Provide staff development for teachers of LEP students.
- Provide more learning time for student through schedule adjustments.
- Implement systemic PLC planning within grade levels.
- Provide extended planning times for grade levels for data-driven, focused lesson planning.
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## 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.

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|--|---------|
| ● Family participation counts in activities. | ● _____ |
| ● Parent Volunteer data                      | ● _____ |
| ● Demographic Data                           | ● _____ |
| ● Interviews                                 | ● _____ |
| ● P/T conference information                 | ● _____ |

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





## 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.

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|---|--|
| <ul style="list-style-type: none"> <li>● School Structures</li> <hr/> <li>● Daily Schedules</li> <hr/> <li>● Duty Schedules</li> <hr/> <li>● Support Services</li> <hr/> <li>● Campus Council data</li> <hr/> </ul> | <ul style="list-style-type: none"> <li>● Counselor Schedule</li> <hr/> <li>● Library Schedule</li> <hr/> <li>● Music Schedule</li> <hr/> <li>● P.E. Schedule</li> <hr/> <li>●</li> <hr/> </ul> |
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See page 13 of the guide for probing questions related to School Context and Organization.

# 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

- Students heterogeneously grouped.

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- Time for subjects appropriately allotted.

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- Student Council.

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- RtI for decision-making for at-risk students

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## Needs

- High enrollment, need additional personnel (Counselor).

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- Continue to promote leadership development in students.

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- Build leadership capacity in staff through committees and teams.

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- Continue to build capacity in teachers through instructional coaching/walk-throughs.

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# Summary of Needs

- Create regular schedule for Campus Council meetings.
- Provide clear procedures for Campus Council item additions for all stakeholders.
- Continue to review schedule for maximum learning time for students.
- Develop schedule for instructional coaching and campus walk-throughs.
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## 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.

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>● STaR data</li> </ul>                          | ● |  |
| <ul style="list-style-type: none"> <li>● Campus Technology inventory report</li> </ul> | ● |  |
| <ul style="list-style-type: none"> <li>● Campus Technology check-out report</li> </ul> | ● |  |
| <ul style="list-style-type: none"> <li>● Lesson Plans</li> </ul>                       | ● |  |
| <ul style="list-style-type: none"> <li>●</li> </ul>                                    | ● |  |

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

- 4 student computers per classroom

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- 2 laptop carts for classroom use

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- Wireless access throughout campus

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- lab software for Reading, Math, Science

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## Needs

- Staff development on using technology in lessons.

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- Facilitate ability to use technology during lessons.

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- Development of frequent use of web page for parent/student communication.

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- Add computer lab for students - 1 lab is not large enough to service our large enrollment.

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- Utilize social media sites to communicate information to parents/provide interaction.

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# Summary of Needs

- Work with technology department to ensure that technology is easily accesible by teachers and students for lesson use (ex: mounted projectors).
- Communicate with parents and students via our web page as well as via social media.
- Actively encourage the frequent and consistent use of technology in the classroom.
- Use programs to enhance student learning.

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## Demographics

- Increase attendance in grades PK-2.
- Review and enhance support for at-risk populations
- Review and enhance support to decrease retention rates in grades 1-2.
- Review and enhance support for LEP populations.
- Review and enhance support for students serviced through Special Education.

## School Culture and Climate

- Further develop the professional learning community.
- Improve security/lighting in the back areas of our campus.
- Provide a drug and violence prevention program for all grade levels.
- Continue to provide character education for all grade levels.
- Implement schoolwide positive behavior supports to decrease referral offenses.
- Develop procedures to involve parents and community members in the professional learning community.

## Curriculum, Instruction and Assessment

- Provide staff development in differentiated instruction.
- Continue to refine the Response to Intervention process to target student needs.
- Provide staff development for teachers of students serviced by SPED.
- Provide staff development for teachers of LEP students.
- Provide more learning time for student through schedule adjustments.
- Implement systemic PLC planning within grade levels.
- Provide extended planning times for grade levels for data-driven, focused lesson p

## School Context & Organization

- Create regular schedule for Campus Council meetings.
- Provide clear procedures for Campus Council item additions for all stakeholders.
- Continue to review schedule for maximum learning time for students.
- Develop schedule for instructional coaching and campus walk-throughs.

- Use programs to enhance student learning.
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