



**GANADO ELEMENTARY SCHOOL
CAMPUS IMPROVEMENT PLAN
2020-21**

GISD Strategic Priorities:

1. School Safety and Climate
2. High Academic Performance
3. Effective Communication with all Stakeholders
4. Operational Excellence and Financial Stewardship
5. Staff Quality, Recruitment and Retention

GES Planning and Decision Making Committee

Name	Position
Jennifer Stephenson-Smiga	Principal
Sabrina Taylor	Assistant Principal
Christina Gresham	Elementary Counselor
Amanda Beldin	5 th Grade Teacher
Nache Holub	District Dyslexia Coordinator/Provider
Malina Andel	1 st Grade Teacher
Jana Johnson	3 rd Grade Teacher
Maria Vorajakkmol	ESL Coordinator/Provider
Christina Carrasco	3 rd Grade Parent
Jayme Bures	2 nd /4 th Grade Parent
Brooke Moore	Kindergarten Parent
Bowen Malek, First State Bank	Business Representative
Lauren Hajovsky, Farm Bureau	Business Representative
Susie Pape	Community Representative
Donnie Tegeler	Community Representative

Ganado Elementary School Campus Improvement Plan 2020-21

GISD Strategic Priority #1: School Safety and Climate

TEA Strategic Priority 1: Recruit, support, and retain teachers and principals

- **GES Goal 1.1** Ganado Elementary School will provide and promote a positive, high achievement-based climate and positive culture that is safe and conducive to maximized, data-driven student instruction and learning.
- **GES Goal 1.2** Ganado Elementary School will regularly recognize and celebrate student academic and social performance. GES will consistently recognize and celebrate teachers who exhibit exceptional instructional skills and dedication.
- **GES Goal 1.3** Ganado Elementary School will establish a strong partnership with all student families (face-to-face learners and virtual learners) to maximize learning and to establish a consistent collaboration between school staff and home support systems.
- **GES Goal 1.4** Ganado Elementary School will follow the GISD Comprehensive Safety Plan, along with the guidelines set forth in the GISD COVID-19 Return to School Plan, to ensure the utmost safety and health of its students at all times.
- **GES Goal 1.5** Ganado Elementary School will use resources developed by TEA for Trauma Informed Care and provide counseling options, and will also train staff handling discipline in restorative justice practices.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. Continue implementation and consistent use of GES Discipline Management Plan, as well as campus Champions of Character Recognition program.	Local Funds' Community Sponsor	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	C. Gresham, Counselor Teachers and Staff	Reduction in Disciplinary Referrals; Consistent Positive Reinforcement of students; Identification of C of C each month, beginning in Sept.
2. Initiate and implement campus Incentive program involving earned "spirit sticks" for positive behaviors exhibited across the campus by students.	Local Funds; Title 1 Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	C. Gresham, Counselor Teachers and Staff	Reduction in Disciplinary Referrals; Consistent Positive Reinforcement of students
3. Consistent use of Student Assessment Binders in Grades K-5, where student scores and work will be monitored by staff and students periodically.	Local Funds; Title 1 Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	S. Woodring, C,I,&A Director, Teachers and Staff	100% Binder use in Grades K-5; Periodic Data Review Nights where students will show and explain binders to parents
4. Implementation of Student Calendar Agendas and Student Communication Folders use in Grades K-5. Each student will learn to write in their agendas daily for each subject. Parents and Staff will communicate via Agenda/Communication Folder daily to establish communication in regards to student performance and expectations.	Title 1 Funding	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	Core-Content Teachers	Successful Teaching and Implementation of Agenda and Communication Folders in Grades K-5

5. All administrators, teachers, nurse, and staff will understand and carryout all aspects of GISD Comprehensive Safety Plan and COVID-19 Return to School Plan.	Local Funds, CARES Funding, ESSER Funding, etc.	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	All teachers, nurse, and staff on campus	Adherence to all Safety Plan components; Appropriate documentation
6. Continue to provide training in Restorative Justice practices, and continue to receive training through Edu-Hero, Region 3, and local MHMR agencies.	Local Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal		Reduction of Disciplinary referrals; Positive results in Discipline

Ganado Elementary School Campus Improvement Plan 2020-21				
GISD Strategic Priority #2: High Academic Performance and Student Success				
TEA Strategic Priority 2: Build a Foundation of Reading and Math				
TEA Strategic Priority 3: Connect High school to Career and College				
<ul style="list-style-type: none"> • GES Goal 2.1 Ganado Elementary School will provide a quality instructional program to meet the needs of all students. GES will increase academic achievement for all students while closing the achievement gap between student groups and students of special populations. • GES Goal 2.2 Ganado Elementary School will implement programs that enable Title I, Special Education, Dyslexic, and 504 students to demonstrate progress as defined by federal, state, district, and campus guidelines. • GES Goal 2.3 Ganado Elementary School teachers will consistently implement TEKS Resource System curriculum 100% of the time in the creation of lessons and delivery of instruction, as well as planning by the Ganado 7 Instructional Framework. • GES Goal 2.4 Ganado Elementary School will ensure our Tier I, II, and III Instruction enables our students to make a minimum one-year's growth on Reading, Math, Writing, and Science STAAR scores in Grades 3-5; Scores will increase by 10% from scores in 2019. • GES Goal 2.5 				
STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. The TEKS Resource System will be followed in all core content areas to ensure vertically and horizontally aligned curricula. The following will be used in planning instruction:(1) Year at a Glance/YAG (2) Vertical Alignment Documents/VADs (3) Instructional Focus Documents/IFDs (4) Instructional pacing guides.	Local Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	S. Woodring, C,I,&A Director; Core-Content Teachers	Adherence to TEKS Resource units; Increase in state assessment scores; Evidenced in teacher lesson plans with documented Admin observations/ walkthroughs; Agendas and regular lesson plan review

2.	Elementary teachers will teach all grade level & subject area TEKS during the school year using the Ganado 7 Instructional Framework.	Local Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	Core-Content Teachers	Increased student performance in reading and math; growth in diagnostic scores; improvement in grades and state assessments scores
3.	Purchase supplemental materials to assist students with reading, math, writing and science	Title 1 Funds; Local Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	E. Fasel, Superintendent; W. Nixon, GISD Business Manager	Consistent utilization of supplemental materials
4.	Improve the Master Schedule to maximize time for instruction and intervention supports. A one-hour Enrichment/Intervention time for Grades K-5 will be incorporated into the daily schedule to ensure adequate time is spent providing instructional support and/or enrichment for ALL students daily.	Funding not required	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	Instructional Interventionists on Campus; Core-Content Teachers	Increased student performance in reading and math; growth in diagnostic scores; improvement in grades and state assessments scores
5.	All core-subject teachers will use TEKS Resource System Performance-Based Assessments and other formative assessments in their teaching units to guide the instruction of students. This will allow them to modify and adjust for students in need of enrichment, reteach, and intervention.	Local Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	S. Woodring, C,I,&A Director; Core-Content Teachers	Increased Data-Driven Instructional practices tailored to students' needs; Increased student performance in all subjects; improvement in grades and state assessments scores
6.	Utilize progress monitoring assessments, screeners, and diagnostics to track student data (mClass/ DIBELS for Reading in K-5, mClass Math Diagnostic for Math in K-5, STAAR Benchmarks in 3-5 Tested areas, running records, Benchmarks, checkpoints, unit exams) beginning in Kindergarten, and utilize the results of the screeners to plan intervention and assistance for students.	Title 1 Funds; Local Funds; CARES Funding	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	S. Woodring, C,I,&A Director; Core-Content Teachers	Increased Data-Driven Instructional practices tailored to students' needs; Increased student performance in all subjects; improvement in grades and state assessments scores
7.	Weekly PLC's will have set agendas and will use data tracking tools to monitor student performance to ensure data-driven instruction.	Funding not required	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	S. Woodring, C,I,&A Director; Core-Content Teachers	PLC Agendas reflecting consistent data talks/instructional strategies discussions; Improvement of State scores and diagnostic scores
8.	Develop and implement a campus T-TESS calendar, with administrative walkthroughs and observations occurring frequently to ensure instructional excellence.	Local Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	Executive Leadership Team; Core-Content Teachers	Successful adherence to schedule and minimum number of observations for each teacher met and performed
9.	Monitor the progress of ESL students and provide additional support for students to become proficient in English and to	Title III Funding; Local Funds	J. Stephenson-Smiga, Principal S. Taylor,	M. Vorajakmol, Campus ESL;	Daily, Direct intervention and supplemental instruction provided to all

obtain mastery of the grade-level/content specifics TEKS. (1) ESL Progress Monitoring Spreadsheets (2) Small group instruction (3) TELPAS results (4) Progress notices; Elementary teachers will incorporate ELPS strategies in classroom instruction, and 100% of core-content teachers will be ESL Supplemental certified.		Assistant Principal	S. Woodring, C,I,&A Director; Core-Content Teachers	EL's; Improvement of diagnostic scores and State Assessment scores
10. Provide accommodations for instruction and assessments as appropriate, and focus on differentiated instruction to meet the needs of various student populations (SPED, ELLs, GT, 504, Migrant, Dyslexia, and At-Risk students).	Title I, II, and III Funding; Local Funds; SPED Funding	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	N. Holub, Dyslexia Coordinator; SPED teacher on campus; S. Woodring, C,I,&A Director; Core-Content Teachers	Documented Differentiation strategies in Tier I Instruction, as well as Tier II/III Instructional strategies
11. The Elementary instructional staff will continue to improve and evaluate their Response to Intervention (RTI) system, Student Success Initiative (SSI), and Dyslexia Identification Program and Referral processes.	Title I Funds; Title II Funds; Local Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	M. Vorajakmol, Campus ESL; N. Holub, Dyslexia Coordinator; SPED teacher on campus; S. Woodring, C,I,&A Director; Core-Content Teachers	Accurate referrals to Dyslexia Coordinator; Documentation of effective RTI system; Improvement in diagnostic and assessment scores
12. Utilize the Circle Progress Monitoring System to Measure social and emotional development, language and communication, emergent literacy reading, emergent literacy writing, and mathematics in all Pre-Kindergarten students.	Local Funds;	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal, PK Teacher(s)	S. Woodring, C,I,&A Director	Comparison of BOY, MOY, and EOY Data in CLI System; Kindergarten Readiness Diagnostic

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GISD Strategic Priority #3: Effective Communication With All Stakeholders

TEA Strategic Priority 4: Improvement of Low-Performing Schools

- **GES Goal 3.1** Ganado Elementary School will provide consistent communication (in both English and Spanish) to parents and guardians regarding their students' academic and social achievements and needs.
- **GES Goal 3.2** Ganado Elementary School will update and follow the campus Parent and Family Engagement Plan to continue to build a strong partnership with parents and family members throughout the school year.
- **GES Goal 3.3** Ganado Elementary School will increase parent and family communications throughout multiple face-to-face and virtual platforms in order to create a climate of trust and collaboration in decision making across the campus, in both face-to-face learning families and virtual/online learning families.

- **GES Goal 3.4** Ganado Elementary School administrators, teachers, and instructional staff will maintain teacher webpages and/or virtual offices to ensure continual communication and collaboration between school and parents (parents of face-to-face learners and virtual/online learners) in regards to student expectations and performance.
- **GES Goal 3.5** Ganado Elementary School, when allowable under COVID-19 precautions, will promote opportunities for family involvement in school activities.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. Weekly communications with parents in both English and Spanish, via Blackboard messaging, Newsletters, website, etc.	Local Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	C. Gresham, Counselor; Teachers and Staff	Positive Feedback on MOY and EOY Parent Surveys and feedback of consistent communications with Spanish-speaking families.
2. Review and Continued implementation of GES Parent and Family Engagement Plan (both K-5 Plan and PK Family and Engagement Plan).	Local Funds; Title 1 Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	C. Gresham, Counselor; Teachers and Staff	Successful Implementations of this years' Plans with all families
3. Daily outreach to parents/guardians through Student Agenda and Communication Folders, as well as through Blackboard messaging and Google Meets for Virtual Learners.	Title 1 Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	C. Gresham, Counselor; Teachers and Staff	Documentation showing 100% adherence across the Grade Levels in regards to Agenda use and Communication Folders use
4. Teacher creation of informative webpages to disseminate information and provide student expectations to parents and guardians. Admins and instructional staff will also create Virtual Offices that parents/guardians may visit to receive needed information. Elementary Website will be revamped to be more user-friendly and information-rich, for both parents of face-to-face learners and virtual/online learners.	Local Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	C. Gresham, Counselor; Campus Interventionists, Dyslexia and ESL Coordinators; Teachers and Staff	100% creation of teacher/staff webpages and/or virtual offices; Successful revamp of Elementary Website with positive feedback from parents in EOY Parent Survey
5. Scheduling of parent and family evening activities such as Literacy and Numeracy Nights, Data Reflection Nights, STAAR Information/Partnership Nights, etc.	Local Funding; Title 1 Funding	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	C. Gresham, Counselor; Campus Interventionists, Dyslexia and ESL Coordinators; Teachers and Staff	Successful events and documentation of attendance at events
6. Public recognition of teachers and students, as well as regular postings of campus events and happenings.	Local Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	C. Gresham, Counselor; Teachers and Staff	Awards and Recognition records throughout the school year; Newsletters and postings completed by

				campus throughout the school year
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Ganado Elementary School Campus Improvement Plan 2020-21				
GISD Strategic Priority #4: Operational Excellence and Financial Stewardship				
TEA Strategic Priority 1: Recruit, support, and retain teachers and principals				
TEA Strategic Priority 4: Improvement of Low-Performing Schools				
<ul style="list-style-type: none"> • GES Goal 4.1 Ganado Elementary School will follow the Elementary Master Schedule daily to ensure maximized data-driven instructional time and emphasis on Intervention/Enrichment efforts daily. 				
<ul style="list-style-type: none"> • GES Goal 4.2 Ganado Elementary School administrators, teachers, staff, and students will follow all operational protocols to ensure adherence to campus procedures and Board Policy. 				
<ul style="list-style-type: none"> • GES Goal 4.3 Ganado Elementary School administrators will establish a T-TESS Observation cycle to ensure all instruction and learning on the campus is at the Proficient or higher level of performance. 				
<ul style="list-style-type: none"> • GES Goal 4.4 Ganado Elementary School administrators will properly utilize and maximize all Title funding sources to obtain all needed resources on campus and in compliance with approved use of Federal funds. 				
STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. Strict adherence to Elementary Master Schedule daily, with minimal academic interruptions and maximized instructional efforts.	Local funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	All Teachers and Staff	Observation and monitoring of schedule daily
2. Daily adherence to all campus procedures and Board policies.	No funding required	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	All teachers and staff	Adherence to all policies based on observation and monitoring of all staff by Administrators throughout the year
3. Regularly scheduled observations and walkthroughs, as well as Administrative rounds on campus to provide instructional support and monitor effectiveness of teaching strategies being used across the campus.	No funding required	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	District Admin staff; Interventionists	T-TESS Observation data and schedules; Improvement of teachers throughout the year
4. Utilize Title 1 funding to provide students with extra instructional support beyond the regular classroom to help low-achieving children meet state standards in core academic subjects. Use Title II funding to provide supplemental activities and training that strengthen the quality and effectiveness of teachers and staff on	Title Funding	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	W. Nixon, Business Manager	100% compliance to guidelines for spending of Title funding.

the campus. Title III Funding will be used to fund activities that strengthen and increase parent, family, and community engagement in programs that serve English learners on campus. Title IV funds will be used to increase access to social-emotional services, improve school safety and school climate, and strengthen parent and community engagement.				
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Ganado Elementary School Campus Improvement Plan 2020-21

GISD Strategic Priority #5: Staff Quality, Recruitment, and Retention

TEA Strategic Priority 1: Recruit, support, and retain teachers and principals

- **GES Goal 1.1** Ganado Elementary School administration and teachers will continue Professional Learning Communities (PLCs) where data-driven instruction will be the focus, as well as teacher support and achievement for ALL students.
- **GES Goal 1.2** Ganado Elementary School will support teachers by following the GISD Teacher Mentor Program, providing ongoing support and job-embedded professional development and data disaggregation through weekly PLC (Professional Learning Communities) meetings, Administrator walkthroughs and observations, and Administrative Rounds where the focus will be on instructional excellence, teacher support, and data-driven instruction. will regularly recognize and celebrate student academic and social performance.
- **GES Goal 1.3** Ganado Elementary School will consistently recognize and celebrate teachers who exhibit exceptional instructional skills and dedication.

STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) SUPPORTING	EVIDENCE TO DEMONSTRATE SUCCESS
1. Initiate and implement campus Incentive program involving earned “spirit sticks” for positive behaviors exhibited across the campus by teachers/staff.	Local Funds; Title 1 Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	C. Gresham, Counselor	Consistent Positive Reinforcement of teachers
2. Identify Mentors for each new teacher to the District, as well as less-experienced teachers in need of instructional and/or emotional support. Train and establish times for these Mentors to hands-on assist these teachers.	Local Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	C. Gresham, Counselor Teachers and Staff	Successful implementation of GISD Mentor Program; Positive feedback from teachers in program via EOY survey
3. Conduct job-recruitment strategies to fill vacant positions on campus.	Local Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal	Central Admin Staff	Successful filling of all positions.

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Every Student Succeeds Act (ESSA)					
TEA Strategic Priority 2: Build a Foundation in Reading and Mathematics					
TEA Strategic Priority 4: Improvement of Low-Performing Schools					
<ul style="list-style-type: none"> • GES Goal 5.1 Ganado Elementary School will increase 3rd Grade student scores at Meets Grade Level or above on STAAR Reading. • GES Goal 5.2 Ganado Elementary School will increase 3rd Grade student scores at Meets Grade Level or above on STAAR Math. 					
AREAS TO ADDRESS and STRATEGIES/ACTIVITIES	FUNDING SOURCE	PERSON(S) RESPONSIBLE	BASELINE DATA%	3-5 Year Goal %	Data Sources
1. Daily 30-minute intervention for ALL students, addressing Reading foundational skills.	Title Funding; Local funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal Grade Level Teachers; S. Woodring, C,I,&A	46% in 2019-2020	80%	RTI Documentation
2. Daily 30-minute intervention for ALL students, addressing Math foundational skills.	Title Funding; Local Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal Grade Level Teachers; S. Woodring, C,I,&A	42% in 2019-2020	80%	RTI Documentation
3. Diagnostic and Benchmark testing at BOY, MOY, and EOY to determine student growth. Instruction based on data.	Title funding; Local funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal Grade Level Teachers; S. Woodring, C,I,&A	Baseline Scores	Minimum one-year's growth for EVERY student on campus.	Diagnostics, STAAR, TAPR
4. Teachers K-3 will participate in the HB3 Texas Reading Academy to increase their knowledge of foundational reading skills. All teachers K-3, regardless of subject(s) taught, will participate and pass the Reading Academy by May 2022. K and 1 st Teachers, plus Dyslexia Coordinator and Reading Interventionist will participate this school year, while 2 nd and 3 rd Grade Teachers will participate in 21-22. Principal will participate in Reading Academy during 20-21 and Assistant Principal will participate in 21-22.	Local Funds, HB3 Funds	J. Stephenson-Smiga, Principal S. Taylor, Assistant Principal Grade Level Teachers; S. Woodring, C,I,&A	n/a	Successful completion of Reading Academies in the next two school years.	Reading Academy Data

COMPREHENSIVE NEEDS ASSESSMENT

Demographics

Ganado Elementary school is a Pre-Kindergarten through 5th Grade school located in Ganado, Texas. A campus of approximately 350 students, GES is an identified Title 1 Campus.

Summary of Demographics

Total Elementary Enrollment: 323 students (PK-26 K-44 1st-46 2nd-62 3rd-47 4th-44 5th-54)

Gender Percentages: 46.5% Male, 53.5% Female

323 Full-Day students

217 (58.81%) Identified Economically Disadvantaged

Ethnicity Breakdown: 3.25% African American; 58.27% Hispanic/Latino; 37.67% White; 0.81% 2 or More Races

At-Risk Population: 1.36% Black/African American; 27.10% Hispanic/Latino; 8.94% White; 0.54% 2 or More Races

Special Populations: 58 (15.72%) ESL/LEP 14 (4.33%) SPED

323 students Title 1A, attend School-wide

2 (0.54%) Migrant Students

Gifted/Talented Program: 21 students [5 (23.8%) Hispanic/Latino 15 (72.4%) White 1 (4.07%) 2 or More Races]

Demographic Strengths

- SPED rate is below 8%.
- Average class size is below state recommended 22:1 Student to Teacher Ratio.
- Attendance Rates are higher than state average.

Demographic Needs

- Reading/Math Performance of ELL and Special Education students

Data Sources Reviewed

Demographics

Enrollment by grade and gender
Enrollment by ethnicity
Enrollment by student pop/program
PEIMS student data
Mobility data TAPR
PEIMS Attendance

Student Achievement

State Accountability Reports
Benchmark Results (in absence of 2020 STAAR)
TELPAS Report
STAAR Results
Promotion/Retention Rates
Student Success Initiative Data

School Culture and Climate

PEIMS Discipline Summary
School Climate Surveys
PEIMS Discipline Reports
Title I Surveys
Parent Conferences/Meetings

Staff Quality, Recruitment and Retention

Teacher Certifications
Paraprofessional Qualifications
Teacher FTE by Gender and Ethnicity
Teacher Yrs. Experience/Years in ISD
Staff Mobility/Stability
Teacher/Student Ratios
Special Program Qualifications
Professional Development Data
Recruitment/Retention Strategies

Curriculum, Instruction and Assessment

TEKS Resource System Documents
Unit Assessments/Benchmarks
Instructional Resources/Class Materials
School/Special Program Schedules
Enrichment Resources
Lesson Development
Instr. Delivery Strategies/ Techniques
Professional Development Surveys

Family and Community Engagement

Family/Community Participation Logs
Parent Volunteer Information
Parent Activity Evaluations/Feedback
Event and/or Meeting Calendars
Parental Participation Logs
Community Agencies/Support Services

School Context and Organization

School Structure (Teams, etc.)
Decision-Making Committee(s)
Mentor Teachers
Duty Rosters
Schedule for Student Support Services
Campus Communication
School Map & Physical Environment
Extracurricular/School Program Services

Technology

Technology Plan
Technology Professional Development
Technology Policies and Procedures
Resource Allocations

Summary of Findings

Student Achievement

Target student performance rates lower than state and federal standards.
Improve performance of SPED students on STAAR Reading, Math, Science and Writing
Improve performance of EL students on STAAR Math, Reading, Science, and Writing
Improve performance of Hispanic students on STAAR Math, Reading, Writing and Science
Improve performance of Economically Disadvantaged students on STAAR Reading, Math, Science, and Writing
Improve performance on STAAR in 4th grade Writing scores
Continue training on effective instructional strategies for tiered instruction
Continue improvement on RtI process including consistent progress monitoring
Continue utilizing PLC's to discuss students' progress and data-driven instructional strategies.
Improve academic growth status in math and reading
Increase the number of students at the meets performance standard on all STAAR assessments

School Culture and Climate

Training for and implementation of a Positive Behavior Strategy system
Raise awareness to support safety of all students
Additional training on anti-bullying and character education
Attendance incentives for students and staff
Continue to survey staff and parents about the campus
Increase staff morale with teacher incentives and communication

Staff Quality, Recruitment and Retention

Need for bilingual certified teachers
Increase diversity in staff

Additional training for special programs (ESL, Bilingual, GT)
Additional training for RTI, ELPs, Reading, Positive Behavior supports
Increase opportunities for Professional Learning Communities

Curriculum, Instruction and Assessment

Designation and planning time for staff development
Lesson development and planning for higher order of thinking
Differentiation of instruction
Bilingual educational resources
Training on ELPS strategies
Training on implementation of writing and literacy across all disciplines
Increase level of student engagement through multiple modalities
Time and resources for building common assessments/benchmarks
Vertical planning opportunities
Training and disaggregation of data
College and career readiness information
Use backwards design for planning content instruction

Family and Community Engagement

Increase parent engagement including parents of EL and low SES students
Parental information sessions on state assessments and strategies they can use at home with their child
Need for more parent volunteers
Spanish Regular updates to campus and teacher webpages

School Context and Organization

Disaggregation and dissemination of data
Improvement of Teacher Mentor Program
Clear lines of communication
Collaborative team/ department planning
Time for professional development meetings

Technology

Continued Allocations for technology resources
Continued Training on how to implement instructional technology
in the classroom
Continued Technology Apps Training
Teacher webpages training
Data disaggregation and dissemination training
Utilization of educational software for progress monitoring
Maintain updated campus website