

Goose Creek Consolidated Independent School District

Dr. Antonio Banuelos Elementary

2016-2017 Campus Improvement Plan



Mission Statement

Dr. Antonio Bañuelos Elementary will provide a stimulating and safe learning environment where each student is provided an individualized education that addresses students' unique learning styles, cultivates independent thought, promotes the building of character, develops college and career readiness and enables them to contribute to their communities in meaningful and positive ways.

Vision

Our school will be a safe place where we are all learning together and collaborating for the success of all students.

Value Statement

We value our students and are dedicated to their success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dr. Antonio Bañuelos serves students from PK to 5th grade. This year we added a section of PPCD to our school. We have a steady growth pattern over the last three years. Currently we have 875 students. Our at-risk population for last year was 55%. Our student body consists of Native Hawaiian/Pacific Islander 0.11%, African American 20%, Alaska Indian 0.34%, Asian 2.96%, Hispanic 54%, and White 18%.

Demographics Strengths

We are proud of the community of learners that we serve.

Student Achievement

Student Achievement Summary

Based on student data, it is evident that student achievement has improved over the last two years. STAAR scores continue to increase every year. Our percent of students reaching level 3 scores have also increased.

Student Achievement Strengths

- Campus Instructional Specialist and Professional Learning Communities positively impact student achievement.
- Small group intervention during the school day.
- After school tutorial program.
- Before school computer lab support for students.
- Provide a weekly lab time for all teachers.
- Additional lab times for ELLS.

Student Achievement Needs

- Professional development supporting areas of campus concern
- Research based intervention programs.

School Culture and Climate

School Culture and Climate Summary

We held a discipline committee meeting with all staff that wanted to attend. During the meeting we discussed our various strengths and weakness with our campus PBIS (PRIDE) expectations. Our disciplinary incidents have been on the decline over the last two years. In addition, our discipline occurrences are mainly happening during the unstructured, non-instructional times of the day such as recess, lunch and hallway.

School Culture and Climate Strengths

Our campus team is dedicated to ensuring our campus is safe and supportive for all learners. Every grade level follows the same discipline plan for the entire team.

School Culture and Climate Needs

Reinforcement and consistency by staff members will help ensure that we are effective with our campus PRIDE expectations. By addressing the areas of concern mentioned by staff during our discipline meeting, we feel that this will be an area of strength.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Every member of Dr. Antonio Banuelos meets the criteria for Highly Qualified. During our first two years we have had very low turnover. Our first year we had staff members resign or find another position within the district. Our second year we had six members of our team resign or find another position within the district. Our staff surveys from the district were very positive and supportive of the campus.

Staff Quality, Recruitment, and Retention Strengths

All of our staff is Highly Qualified. We are completely staffed. Our turnover rate is very low.

Staff Quality, Recruitment, and Retention Needs

Our goal is for all staff to become ESL and GT certified within the next five years. We have more teachers than last year with their ESL certification.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We have been able to establish set expectations for the campus as far as team planning requirements, using the district provided curriculum and ensuring all students are taught the required TEKS for all content at every grade level. As a campus we are working towards a goal of becoming a more effective PLC team. Our grade level teams will be working on creating Common Formative Assessments that will allow us to better meet the needs of our students by making decisions based on data.

Curriculum, Instruction, and Assessment Strengths

Our Campus Instructional Specialist is very actively involved with supporting all grade level teams on campus with all aspects of C & I. Our staff is passionate about the academic/social/emotional successes of every child. We have a set mission and vision that the campus is on board with. We are creating team shared goals for all teams.

Curriculum, Instruction, and Assessment Needs

Teachers feel that district based assessments are unable to accurately determine a student's overall achievement. Teachers would like to be more involved with the assessment process at the district level with regards to CBA and Benchmark tests.

Family and Community Involvement

Family and Community Involvement Summary

There is strong evidence that we have many community engagement opportunities for parents throughout the year such as PTO, Watch Dogs, Family Academic Evenings, AR nights, and Monthly Lunch Weeks for parents. We had a large number of positive responses from our staff, student and parent surveys that have been provided by the district.

Family and Community Involvement Strengths

Our PTO was established our first year and still remains active. We are excited about increasing our number of dads that are members of the Watch Dog program. We have a new partner, Beacon Federal Credit Union that is very supportive of our campus goals. We have meaningful activities that support student's learning, and encourages parent and community involvement. Bañuelos offers services to our families: HOPE referrals, Keystone Character Breakfast, United Way, Backpack Buddies, and a district CYS worker.

Family and Community Involvement Needs

Our goal is to always increase our volunteer hours for the campus. We are wanting to recruit and retain more parents that are willing to assist our PTO. We are always seeking out creative ways to increase attendance at our family events.

School Context and Organization

School Context and Organization Summary

Formative assessments, such as Benchmarks, Istation, Imagine Learning, and Waterford provide teachers with ways to monitor student achievement levels. Reading and writing intervention for our students that need additional support is offered through small group during the school day by retired teachers.

School Context and Organization Strengths

Professional Learning Communities, team meetings, and committee meetings allow each staff member to have ownership of our decisions as a campus.

School Context and Organization Needs

Additional trainings and resources to provide for teachers as needed based on individual and grade level needs.

Technology

Technology Summary

Students have access to technology devices, such as Promethean boards, iPads, and laptops. Teachers collaborate with our Educational Technology Staff to integrate technology in the classrooms. We have a committee that focuses on Technology and Staff Development needs for the campus.

Technology Strengths

Our teachers have been effectively trained on the technology equipment that exist in their classrooms. Every child in fourth grade has access to an Ipad and all fifth grade students have access to their own personal laptop. Staff members are highly motivated to use technology during lessons.

Technology Needs

Our campus only has a part time CTS since we share him with Victoria Walker Elementary. If there is an abundance of work orders, it is difficult for him to complete the m in a timely manner as compared to other CTS.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data






Goals

Goal 1: Banuelos Elementary will increase student achievement by providing rigorous learning opportunities and curriculum that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: All students will meet or exceed expectations on grade level assessments and the STAAR assessment.

Summative Evaluation: Results from STAAR, TELPAS, and District Assessments


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Design and utilize an effective vocabulary alignment model based on data from assessments and vertical team meetings, continue implementation of Marzano's 6-step Vocabulary development model, and utilize interactive journals to deepen students' understanding of academic vocabulary concepts.	2	Principal, Teachers, Counselor	Lesson Plans, Interactive Journals, Assessment Results, Classroom Observations			
2) Disaggregate and analyze students' test data (STAAR and local assessments) in all core subject areas to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various student groups with a specific focus on sub-populations to include: African American, Special Education, and LEP.	1	Principal, Teachers, Counselor	STAAR, EOY Benchmarks			
3) Provide academic interventions for students not meeting Level 3 in all STAAR tested content (Math, Reading, Writing, Science), through Accelerated Instruction, extended day tutorials, tiered interventions with RTI, Summer School.	2	Principal, Teachers, Counselor, Campus Instructional Specialists, Family Involvement Coordinator	STAAR Results			
4) Plan professional development opportunities aligned to Board and Campus Goals and data needs, including (but not limited to): academic vocabulary development, understanding and working with students from low SES backgrounds, positive behavior support, PLCs, technology integration, Project CRISS, ABYDOS, and SIOP. Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments.	8	Principal, Teachers, Counselor, Campus Instructional Specialists, Family Involvement Coordinator	Meeting sign in sheets, Meeting Notes, Lesson Plans, Walk-throughs, STAAR Results			
5) Use common planning time for team members to collaborate on rigorous TEKS based instruction that increases learning for all students.	9	Principal, Teachers, Campus Instructional Specialists, Counselor, Family Involvement Coordinator	STAAR			

6) Provide Opportunities for teachers to meet for collaboration and evaluation of assessments by examining students work/ response to assessment.	8	Teachers, Principal	Lesson Plans, Training Agendas and Sign-In Sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Banuelos Elementary will provide a well balanced and appropriate curriculum to all students.

Performance Objective 1: Banuelos Elementary will provide training and support to students and staff to provide a well balanced and appropriate curriculum to all students.


Summative Evaluation: Results from STAAR, TELPAS, and District Assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Design groups so that students performing at or above grade level expectations have opportunities to engage in meaningful enrichment opportunities that promotes critical thinking, UIL academic preparation, Career Week, Spelling Bee, Robotics and 21st century learning skills (increase Level III rates and college preparedness).		Principal, Teachers	Increased math CBA and Benchmark scores			
2) Provide training to teachers on best practices to be used with Banuelos Elementary special programs (bilingual/ESL and Special Education) to ensure identified students' instructional needs are being met and they are getting intentional access to the general curriculum, monitor their performance data, and plan interventions accordingly.	4	Principal, Teachers	Increased CBA, Benchmark, and STAAR scores			
3) Provide opportunity for teachers to meet with grade levels above them to assist with student transitioning to the next grade including opportunities to plan transitions for students in programs such as Head Start. PreK teachers meet with kindergarten teachers to discuss where students are.	7	Evaluation, Teacher	Assessment Scores, IEP's, TELPAS Data			
						

Goal 2: Banuelos Elementary will provide a well balanced and appropriate curriculum to all students.

Performance Objective 2: Banuelos Elementary will implement a rigorous and relevant curriculum as outlined by the District C & I department to ensure academic success for all learners.


Summative Evaluation: Results from STAAR, TELPAS, and District Assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Provide appropriate identification of needs & interventions for students performing below expectations in the core subjects (RTI, I/E, resources/materials, small group instruction tutorials with planned targeted inventions for students) and provide specific interventions for each tier within the RTI process	9	Principal, Teachers	STAAR Tests, EOY Benchmarks, increased screened scores			
2) Implement consistent problem solving model (UPS/) in math instruction and Animal Facts for math facts fluency. Conduct vertical math meetings each 6 weeks to ensure we are consistent with our math curriculum for all grade levels.		Teachers, Principal	Meeting agendas, lesson plans, Walk-throughs			
						

Goal 3: Banuelos Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Banuelos Elementary through enhanced and dropout prevention efforts will encourage all students to remain in school until they obtain a high school diploma.


Summative Evaluation: Results from STAAR, TELPAS, and District Assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Provide a safe, structured and caring environment focused on high expectations for student behavior and elevating student and staff morale in order to increase attendance rates, passing rates and overall academic success for each child.	6	Principal, Teachers, Family Involvement Coordinator, Counselor	97% attendance for the 2015-2016 school year			
2) Monitor average daily attendance and provide attendance awards and incentives for both students and staff.	6	Principal, Attendance Clerk, Counselor, Family Involvement Coordinator	PEIMS report			
3) Banuelos Elementary will provide enrichment opportunities for students that prepares them for career and college readiness.		Principal, Teachers, Counselor	97% attendance for the 2015-2016 school year			
4) Banuelos Elementary will monitor at-risk students and plan interventions accordingly (including, but not limited to: mentors, PALS, counseling sessions, parent conferences, tutoring) to ensure they progress through school successfully.	10	Teachers, Principal, Counselor, Family Involvement Coordinator, Campus Instructional Specialists	Counselor's log			
						

Goal 4: Banuelos will provide and maintain a safe, positive learning environment.

Performance Objective 1: Utilize the Positive Behavior and Academic Support Model to implement systems to ensure that Banuelos Elementary is safe and has a positive learning environment for all students.


Summative Evaluation: Results from STAAR, TELPAS, and District Assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Train all faculty and staff on crisis management for Banuelos Elementary, and ensure that plans are clearly communicated and practiced throughout the year. Teach and Implement PRIDE- (Prepared, Respectful, In Control, Determined and Encouraging)		Principal, Counselor, Teachers	Documentation of Trainings and Drills			
2) Continue to implement an anti-bullying awareness plan that includes parent education sessions, bullying contract, teacher awareness training, student programs, and routine monitoring of discipline data. Implement Olweus program campus wide.	9	Counselor, Principal, Teachers	Decrease in bullying reports as reported by students and parent			
						

Goal 5: Banuelos Elementary will recruit, develop, and retain highly qualified and highly effective personnel.

Performance Objective 1: Recruit and retain 100% highly qualified personnel.






Summative Evaluation: Campus staff reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from a pool of highly qualified teachers in core academic subject areas. Use reform strategies to change the characteristics of a campus to become more personally and professionally satisfying.	3	Principal	Job Fair Reports			
2) Evaluate campus, Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain.	3	Principal, Teachers	Campus New Teacher Meeting Agendas			
3) Encourage and solicit teachers to add subject area certification.	3	Principal	Additional HQ teachers with additional subject area certification			
4) Encourage all teachers to become ESL and GT certified.	5	Principal, Teachers	Teachers with ESL and GT certification			
5) Hire and recruit paraprofessionals that are highly qualified- have 60 college hours or NCLB certificate.	3	Principal	60 college hours/ NCLB Documentation			
						

Goal 6: Banuelos Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Banuelos Elementary will create a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, parents and teachers.


Summative Evaluation: Results from STAAR, TELPAS, and District Assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Teachers will conduct face to face conferences with parents of students they instruct at least twice a year, once in the fall/ spring face to face conference/ phone calls.	6	Principal, Counselor, Teachers,	Parent Signatures, Documented Meetings, Parent Surveys and Attendance logs.			
2) Enhance school/community partnership by utilizing our campus website and printed newsletters to inform students, staff and the public of important school information and activities.	6	Principal, Teachers	Copies on file, Webmaster updates			
3) Utilize marquee and message board as way to communicate with our parents and community.	6	Principal	Message Board/Marquee Updates			
4) Support PTO by continuing to recruit active parent and teacher members. Encourage parents and teachers to attend meetings.	6	Principal, Teachers, Counselor	PTO Meeting Calendar/ Minutes			
5) Facilitate communication between school and home through home visits and Tuesday Folder communication/phone calls/ parent conferences and volunteers that are reported to the Title I program as evidenced on sign-in sheets and logs.	6	Principal, Counselor, Evaluation, Teacher	Parent Contact, Tuesday Folder, Sign in sheets			
6) Offer family evening events to address academic strategies in all content areas to promote higher student achievement and to promote parent involvement.	6	Principal, Counselor, Teachers	Event sign in sheets			
7) Continue to utilize partnership with our PIE and to have community members create a tutorial program for our at-risk students, Junior Achievement, and Pen Pals.	6	Principal, Teachers, Counselor	PIE meeting minutes, PIE schedules			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Banuelos Elementary will provide the technology infrastructures and tools to maximize student achievement.

Performance Objective 1: Integrate technology into the daily curriculum to enhance student engagement and promote 21st century learning, including, but not limited to: Edusmart, SuccessMaker, Starfall, Type to Learn, PowerPoint, Brain Pop, United Streaming, other web based sites, etc.


Summative Evaluation: Results from STAAR, TELPAS, and District Assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Banuelos Elementary teachers will incorporate a variety of educational technology tools into their lessons thereby exposing students to various platforms and giving them opportunities to develop their technology capacities.		Teachers, Principal	Library and Lab Schedules			
2) Integrate technology into all content areas by using available resources (Heartsoft, Waterford, IStation, Leap Frog, Type to Learn, Scholastic) in order to enhance the curriculum and reduce the achievement gap for at-risk students with assistance from district-provided staff.	3	Principal	CBAs and Benchmarks			
						

Goal 7: Banuelos Elementary will provide the technology infrastructures and tools to maximize student achievement.

Performance Objective 2: Banuelos Elementary will provide the technology in their classrooms and attend staff development to increase their knowledge.

Summative Evaluation: Evidence collected from classroom observations. Reports on campus usage from TMS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Banuelos Elementary will provide opportunities for staff to attend targeted staff development that will enhance the effective use of technology in the classroom.	4	Principal, Counselor, Teachers	Certificates of completion lesson plans			
2) Continue to integrate technology in the classroom through the use of Brain Pop, Smartboards, E-Instruction, and SuccessMaker.	4	Principal, Counselor, Teachers	Lesson Plans			
3) Use technology to increase student success by utilizing Reading Smart, I-Station and Think Through Math, and targeted for special populations.		Principal, Counselor, Teachers	Lesson Plans			
4) Utilize laptops and iPads in the 4th and 5th Grade to maximize learning.		Teachers, Principal	Increased laptop usage			
						

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Renee Meyer	Principal
Classroom Teacher	Lenora Anderson	Second Grade
Classroom Teacher	Kim Chaddick	Fifth Grade
Classroom Teacher	Celeste Garcia	Kindergarten
Classroom Teacher	Claudia Jimenez	Pre Kindergarten
Classroom Teacher	Jennifer Starr	First Grade
Classroom Teacher	Abby Tyler	Special Education
Classroom Teacher	Pam Wilkinson	Third Grade
Community Representative	Beacon Credit Union	Amiee Pages
District-level Professional	Christi Leath	Coordinator