

Comal Independent School District
Timberwood Park Elementary
2011-2012 Campus Improvement Plan



Mission Statement

It is the mission of the students, parents, faculty, staff and community members of Timberwood Park Elementary School to work collectively, creating a safe, challenging, and equitable environment where every learner is empowered and provided the necessary tools to take ownership of and develop their unique emotional, academic, physical and social aspirations.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Student Achievement Summary

•2010 Academic Excellence Indicator System (AEIS) Recognized One of only 77 school districts to obtain the rating using absolute standards. (Comal ISD obtain this rating without using Required Texas Projection Measure or exceptions.)

58 Gold Performance Awards for outstanding academic performance in 2010.

Improvement, the

District #046902 November 4, 2011 10:40 am

•2010 Federal Adequate Yearly Progress (AYP) District and All Campuses meet AYP

•2010 Performance Based Monitoring Assessment System (PBMAS)

Student Achievement Strengths

Significant growth in academic performance in the area of Science.

No required action.

2010

94%

Read/ELA Writing Soc Studies Math Science

Student Achievement Needs

Comal Independent School District Generated by Plan4Learning.com

2009 2008 93% 95% 95% 96% 97% 96% 87% 88% 87% 86%

2007 2006 2005 93% 91% 89% 95% 94% 91% 92% 90% 92% 84% 83% 81% 79% 82% 74%

Student Achievement Strengths

Student Achievement Needs

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TPES follows the CISD scope and sequence for each of the content areas. The lessons teachers plan (collaboratively) typically involve hands-on, student-centered learning where the students are the workers and are authentically engaged. On average, teachers have eleven years of experience.

Curriculum, Instruction, and Assessment Strengths

- TPES has a staff that can be described as high motivation/high expertise when it comes to instruction.
- Staff members are willing to do whatever it takes to ensure each child's success.
- Grade level teams work together to plan effective lessons.
- Teachers regularly use data to inform their planning and instruction.
- Teachers seamlessly integrate technology.
- Grade level teams work together to problem-solve the needs of all students in their grade level.

Curriculum, Instruction, and Assessment Needs

- The staff needs (time for) more targeted professional development in the following areas:
 - The State's expectations for the STAAR. (Ex: rigor, Bloom's/higher level thinking and questioning, writing samples/exemplars, etc.)
 - Ways to differentiate instruction for all learners.
 - SIOP strategies to use with ELLs.
 - Best-practices (Ex: Marzano's six-step vocabulary plan, making things visible, cooperative learning, mind mapping, right brain strategies, etc.)
 - How to create effective formative assessments.

Family and Community Involvement

Family and Community Involvement Summary

TPES is extremely fortunate to have positive relationships, strong support, and active involvement from families and members of the community. TPES strives to provide a multitude of opportunities for all stakeholders to feel welcome, involved, helpful, and appreciated. Conversely, family and community members are constantly giving of their time, resources, ideas, and financial contributions. Together, we do whatever it takes to give each child, family, and employee the best possible school experience.

Family and Community Involvement Strengths

- Over 260 applicants have been cleared to volunteer around campus as well as work directly with students.
- A variety of ways for families and community members to be actively involved are offered. Examples include Field Day, class parties, Family Fun Fitness Nights, conferences, student-led conferences, fundraisers, Bicycle Rodeo, book fairs, No Tardy Parties, Career Day, field trips, vision/hearing screenings, PTA events, etc.
- Attendance/involvement is high at special programs and performances such as: grade level performances, Grandparent's Day, Veteran's Day, volunteer appreciation activities, staff play, Showcase on Timberwood, etc.
- PTA Executive Board members have positive relationships and collaborate regularly with campus administrators, the counselor, and staff to provide optimal experiences for Timberwood students and stakeholders. Our PTA's goals and initiatives are aligned with those of the campus and district.
- Informational parent education seminars are provided by PTA.

Family and Community Involvement Needs

- Students would benefit from having more volunteers for tutoring and mentoring.
- TPES needs to strengthen the knowledge and practices of its site-based decision-making team.
- TPES would benefit from having more participation and involvement from business partners.

School Context and Organization

School Context and Organization Summary

The main focus at TPES is on learning. The majority of parents feel involved and informed about school events and classroom activities. Students express that they enjoy their teachers and feel safe attending school.

Staff members have high expectations of themselves as well as their students. They also have many opportunities to be involved in decision-making, professional development, and culture-building activities.

School Context and Organization Strengths

- Instructional time and support for struggling learners is maximized.
 - During "Tiger Time," (a block of time where no one has a conference period scheduled), specials teachers go into classrooms and work with students in need of extra assistance for thirty minutes four days a week.
 - Every grade level has a "differentiation time" designated in their schedule for coordinate services to help meet students' needs.
- Positive behavior supports (PBS) are in the process of being implemented school-wide, providing a common language for all to use when dealing with conflict, problem-solving, and decision-making.
- Communication efforts are valiant. From Facebook postings, newsletters, and emails, to phone calls, websites, and conferences, TPES works relentlessly to keep in constant contact with families.

School Context and Organization Needs

- The integrity of instructional time is sometimes compromised by the numerous activities, events, and experiences that vie for the students' and teachers' time.
- Quality, ongoing professional development for staff is needed, but time to provide, implement, analyze, and reflect is inadequate.
- Intra-campus communication needs to be streamlined, reducing redundancy, conflicts, and misinformation.

Technology

Technology Summary

TPES is a technology-driven campus. Currently, it houses 7 MOBIs, 6 flip cameras, 5 digital cameras, 57 iPods, and 6 Eno Boards, 7 CPS Chalkboards, and 5 remote response systems. Each classroom has built-in document cameras and projectors. Each teacher has a MacBook. All teachers participate in a variety of technology professional development trainings, depending on their needs and experiences.

Technology Strengths

- Teachers are willing to take risks and try new programs and equipment.
- Students are confident using technology and are eager to learn new programs and skills.
- Technology is consistently, seamlessly integrated into the curriculum.
- The technology team has been dissolved, demonstrating our commitment to integrating technology across all instructional settings.
- Teachers participate in differentiated technology professional development to increase their knowledge and skills.

Technology Needs

- TPES students need access to more technology devices, tools, programs, apps, and resources (Ex: iPods, iPads, laptops, Eno Boards, headphones, etc.)

Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs and their academic achievement
- Attendance data
- Discipline records
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- District committee meeting discussions
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Study of best practices
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Class size data
- Texas STaR Chart

- Running Records results
- Campus committee meeting discussions
- Other additional data
- NCLB Report Card data
- RTI Committee Minutes & Intervention Processes






Goals

Goal 1: TPES will consistently utilize innovative, research-based, best-practice instructional programs and strategies, equipping all students to excel as learners.

Performance Objective 1: By the end of the 2012 school year, 90% of all students will meet grade level expectations in all content areas as evidenced by their performance on their designated summative assessments (TPRI, DRA, CBAs, TELPAS, STAAR, etc.).

Summative Evaluation:


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will experience professional development, increasing their knowledge and repertoire of best-practice programs and strategies to be incorporated into instruction.	Administrators, teachers, district professional development staff	Documentation of professional development, lesson plans, walkthroughs, PDAS observations,				
2) Teachers will utilize research-based instructional programs and strategies (Ex: Marzano's six step vocabulary process, guided reading, journaling, cooperative learning, differentiation, writing strategies from the Writing Academy, Singapore math, hands-on/experiential learning, technology integration, Cinch Science, etc.)	Administrators, teachers	Documentation of professional development in research-based strategies, lesson plans, walk-throughs, PDAS observations				
3) Collaboratively, teachers will disaggregate and analyze data obtained from state, local, and campus-based assessments to create plans for increasing student achievement.	Administrators, counselor, and teachers	Student performance data (including that posted in AWARE), progress monitoring data, lesson plans for students receiving targeted instruction and/or intervention				
4) All students will set academic SMART goals, enlisting and empowering themselves as active evaluators of their own learning.	Administrators, teachers	SMART goals, activities performed during by students during student-led conferences				
5) Content area vertical teams will meet monthly to identify curricular gaps and align campus instruction.	Administrators, counselor, teachers	Vertical team meeting notes, faculty presentations, lesson plans, walkthroughs, PDAS evaluations				

6) Students will participate in a variety of enriching experiences (Ex: library lessons, guest authors/speakers, book fairs, field trips, special performances, career presentations, etc.), enhancing and promoting learning.	Administrators, librarian, teachers	Documentation of book fairs, guest speakers/presenters/performances, field trips				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 1: TPES will consistently utilize innovative, research-based, best-practice instructional programs and strategies, equipping all students to excel as learners.

Performance Objective 2: By the end of the 2012 school year, 90% of all students in special population groups (ELL, gifted/talented, special education, at-risk, etc.) will meet their designated performance expectations on end of year state, district, campus, class, and/or individualized assessments.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Time will be designated daily for targeted, differentiated instruction (for focused intervention, practice, and/or enrichment) for all students (K-5).	Administrators, teachers	Lesson plans , progress monitoring results, instructional schedule				
2) Performance data from state, local, campus, class, and individual assessments will be used to monitor progress, align instructional goals, and plan targeted/differentiated instruction for all learners.	Administrators, teachers	Data analysis, lesson plans (specified for targeted groups), walkthroughs, PDAS observations				
3) Teachers will utilize the RtI process (with emphasis on the collection and representation of relevant data) to identify specific student needs and implement the recommendations for intervention.	Administrators, counselor, RtI facilitator, teachers	RtI meeting notes/recommendations recorded in Eduphoria				
4) With fidelity, teachers will implement prescriptive, research-based instructional programs and strategies to increase performance of diverse learners (Ex: computer/web-based programs, cooperative learning, SIOP strategies, brain-based learning, dyslexia programs, assistive technology, challenge-based learning, etc.)	Administrators, teachers	Programs provided, program assessment data, computer reports, lesson plans, walkthroughs, PDAS observations,				
5) Student progress will be consistently monitored via progress monitoring tools.	Administrators, counselor, teachers, RTI committee	Progress monitoring schedules, progress monitoring results, intervention attendance/participation records				
						

Goal 2: TPES will maintain facilities and implement practices that promote a safe, secure, positive environment.

Performance Objective 1: Timberwood Park Elementary will provide a safe, orderly environment.


Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Positive behavior support (PBS) strategies will be implemented school-wide.	Administrators, counselor, teachers	Documentation of professional development provided for staff, posters/visuals in all common areas and classrooms, videos of PBS expectations				
2) Anti-drug, anti-bullying, and anti-victimization education will be provided for all students.	Administrators, counselor, teachers	Documentation of special programs/performances, Red Ribbon Week activities, guidance lesson plans				
3) Safety drills (including evacuation, bad weather, intruder, and lock downs) will be conducted on a regularly scheduled basis.	Administrators, staff	Documentation of monthly fire drills, calendar of drills performed				
4) Principles from Sean Covey's 7 Habits of Happy Kids will be utilized school-wide.	Administrators, counselor, PBS Team, and staff	Lesson plans, displays of 7 Habits posted, leadership roles established in classrooms				

Goal 3: TPES will provide students opportunities to utilize a variety of technology equipment and programs, preparing them to excel in the 21st century.

Performance Objective 1: TPES staff will integrate technology in instruction across all content areas.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) TPES staff will increase their technology knowledge and skills by participating in differentiated professional development activities.	Administrators, teachers	Documentation of technology workshop/training participation				
2) Students will be provided multiple opportunities to learn with a variety of technology equipment (Ex: Eno Boards, iPods, laptops, remote response systems, etc.) and programs (Read 180, Raz Kids, Keynote, Comic Life, Think Central, Cinch Science, etc.) to facilitate learning and demonstrate achievement at high levels.	Administrators, teachers	Lesson plans, student products, documentation of equipment checkout and lab usage				
3) There will be an increase in the amount and availability of technology devices/equipment and apps/programs for all learners.	Administrators, teachers	Increase in technology purchases/inventory, increase in software/app purchases, grants awarded				
						

Goal 4: TPES will foster a positive, welcoming environment by implementing effective communication and involvement strategies.

Performance Objective 1: TPES staff will utilize a variety of communication methods to ensure stakeholders are kept apprised of student progress, campus expectations, and special events.


Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Parent teacher conferences will be held and the end of the first nine weeks and student-led conferences will be conducted in the spring.	Administrators, teachers	Parent conference sign in sheets, student portfolios, student-led conference sign in sheets				
2) Teachers will be in constant contact with parents by using a variety of communication methods (Ex: conferences, agendas, take home folders, emails, blogs, websites, phone calls, etc.)	Administrators, teachers	Comments in folders, emails, website content, documentation from phone calls, etc.				
3) A variety of communication methods (Ex: Parent Link, Hot News, Facebook, staff newsletters, marquee, websites, emails, etc.) will be utilized to keep stakeholders informed of campus-, district-, and community-wide events.	Administrators, webmaster, secretary, staff	Communications sent/posted				

Goal 5: TPES will allocate resources in a way that enhances learning and maximizes achievement.

Performance Objective 1: TPES will use allocated funds to support and enhance the learning of all students.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Funds for staffing and resources for special programs (gifted/talented, special education, intervention, English language learners, tutoring, etc.) will be utilized for working with identified students.	Administrators, support staff, teachers, bookkeeper	Campus and district budget reports				
2) A variety of teams (site-based, team leaders, vertical teams, and PTA Executive Board) will collaborate on expenditures, maximizing the support of campus goals.	Administrators, counselor, team leaders	Team leader/site-based team meeting minutes, campus budget report, PTA meeting minutes				
3) The instructional budget will be spent on best-practice, research-based materials, resources, programs, and strategies.	Administrators, counselor, teachers, bookkeeper	Documentation of items purchased, student performance data				
						

Goal 6: TPES will recruit, hire, support, develop, retain, and reward highly qualified staff, positively impacting student achievement.

Performance Objective 1: TPES will hire, support, and develop highly qualified staff in all positions.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) TPES will hire highly qualified staff in all teaching positions.	Administrators	Certification of teachers hired				
2) TPES will provide support to newly hired staff via mentors, buddy teachers, and a strong commitment to collaborative team planning.	Administrators, mentor/buddy teachers, team leaders	Mentor/buddy teacher assignments, new teacher feedback, common planning times				
3) TPES will provide differentiated professional development for all staff members, ensuring new staff receive the training and support they need.	Administrators	Professional development documentation in Eduphoria, Timberwood Park University (TPU)/faculty meeting notes, Professional Learning Community (PLC) meeting notes, vertical team notes, etc.				

Goal 7: Students will be exposed to the skills, experiences, and education required for a variety of careers.

Performance Objective 1: All students will have the opportunity to participate in a variety of experiences and to acquire new skills that will prepare them for a variety of careers.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Students will receive character education, including principles and leadership roles from 7 Habits of Happy Kids.	Administrators, counselor, staff	Lesson plans, guidance lesson plans, walkthroughs				
2) College awareness/higher institution learning will be promoted and encouraged.	Administrators, counselor, staff	College days designated/activities provided				
3) Provide a Career Day for all students.	Administrators, counselor, teachers	Career Day presentation roster and class schedule				
4) Students will be given opportunities to be involved in a variety of activities to increase involvement and build their leadership capacity. (Ex: Student Council, Library Helpers, Safety Patrol, choir, Bluebonnet Club, Red Ribbon Advisory Committee, Peer Mediators, recycling, morning announcement, restroom monitor, etc.)		Club/organization rosters, student involvement spreadsheet, returned applications/leadership positions filled				

State Compensatory

Budget for Timberwood Park Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$83,063.00
	6100 Subtotal:	\$83,063.00

Personnel for Timberwood Park Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Pauline Mobley	CIT	Intervention	1.0

2011-2012 Site-Based Decision Making Committee

Committee Role	Name	Position	Signature
Classroom Teacher	Shanna Callis	1st Grade Teacher	
Classroom Teacher	Julie Cooper	4th Grade Teacher	
Classroom Teacher	Jennifer Diaz	5th Grade Teacher	
Classroom Teacher	Sarah Ojeda	Kindergarten teacher	
Classroom Teacher	Ashley Osborne	2nd Grade Teacher	
Non-classroom Professional	Louise Golden	Asst. Principal	
Non-classroom Professional	Jill Moran	Counselor	
Parent	Crystal Scott	PTA 1st Vice President	